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ABSTRACT

A program was proposed and initiated to involve teachers and administrators of the Smyrna (Delaware) School District in a thorough assessment of their reading programs. Using "Standards of Excellence for Reading in Delaware" and its accompanying checklist as the assessment instrument, committees in each building met with members of the Delaware Department of Public Instruction reading team to complete the checklist, discuss their responses, and record findings. From these findings a district committee, composed of representatives from each of the building committees, identified needs and ranked them in order of priority. Needs which the committee felt to be most vital became the basis for a written plan of corrective action. A copy of the original and a copy of the revised "Standards of Excellence for Reading in Delaware," as well as documents produced at each stage of the Smyrna assessment, are included as appendixes. (Author/AA)

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JUN 17 1976

DEVELOPING AND IMPLEMENTING A PROCESS FOR IDENTIFYING NEEDS IN READING PROGRAMS AS A BASIS FOR A PLAN OF CORRECTIVE ACTION

by William J. McCormick[1]

Submitted in partial fulfillment of the
requirements of the National Ed.D. Program
for Educational Leaders, Nova University

Introductory Practicum
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ABSTRACT

AUTHOR McCormick, William J.

TITLE Developing and Implementing a Process for Identifying Needs in Reading Programs as a Basis for a Plan of Corrective Action

DESCRIPTORS Educational Assessment; Educational Needs; Identification; Program Development; Reading Programs; Staff Utilization; Standards

ABSTRACT A program was proposed and initiated involving teachers and administrators of the Smyrna School District, Smyrna, Delaware, in a thorough needs assessment of the reading programs in all three elementary schools, the middle school and the high school. Using the Standards of Excellence for Reading in Delaware and ~~its~~ accompanying checklist as the assessment instrument, committees in each building met with members of the Delaware Department of Public Instruction (DPI) reading team to complete the checklist, discuss their responses, and record findings relative to the existing state of the reading program. From these findings, a district committee, composed of representatives from each of the building committees, became engaged in a process of identifying needs and ranking them in order of priority using a modified version of the Instructional Objective Exchange (IOX) Priorities Planning Sheet. Those needs which the committee felt to be most vital became the basis for a written plan of corrective action in reading developed by the Smyrna District's Right to Read Coordinator with technical assistance from the members of the district committee and the DPI Reading Team.

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INTRODUCTION

During the summer of 1975, the Delaware Department of Public Instruction (DPI) Reading Team completed the document Standards of Excellence for Reading in Delaware. This document, along with the criteria checklist which accompany it, were designed to be used cooperatively by the state and local educational agencies to investigate all aspects of a school district's reading program; the goals and objectives, the teaching-learning process, the record keeping system, the supportive services and the total management component. The standards and checklist took a year to prepare with input from over one hundred teachers, reading specialists, administrators and university personnel.

Although impressed by the document itself, the Delaware State Board of Education would not adopt the standards until they were field tested to determine their effectiveness.

This directive for field testing provided this writer with the opportunity to design a solution to an identified problem in a local school district where needs in reading had become cumulative because they had never been properly assessed. The solution called for the development and implementation of a process in which needs in reading were identified and ranked in order of priority to form a basis for a plan of corrective action.

With assistance from the State Supervisor of Reading and the State Right to Read Specialist, who comprise the other two thirds of the DPI Reading Team, procedures were drafted and refined. On August 15, 1975 a meeting was held with the superintendent of the Smyrna School District at which time he reviewed the procedures and agreed to participate. He also pledged his full support and cooperation.

Beginning in September, 1975, the procedural activities and time line were followed precisely as outlined in the practicum proposal. This occurred because of the outstanding enthusiasm and effort demonstrated by the teachers and administrators of the Smyrna School District, plus the invaluable assistance given to this writer by his reading team colleagues.

The only problem experienced during the practicum was the inability of the district's Right to Read Coordinator to assume a leadership role. Being a regular classroom teacher, this person did not always have the time to render assistance when needed. However, the problem was minor and was overcome by everyone's willingness to pitch in and get the job done.

In the opinion of this writer, the practicum provided a valuable learning experience for all persons involved. School district personnel learned how to conduct a needs assessment and develop a plan of corrective action and the DPI Reading Team gained invaluable experience relative to piloting a process.

DEVELOPING AND IMPLEMENTING A PROCESS FOR IDENTIFYING NEEDS IN READING PROGRAMS AS A BASIS FOR A PLAN OF CORRECTIVE ACTION

General Statement of the Problem

Evaluations conducted by the State Department of Public Instruction of the reading programs of the three elementary schools, the middle school and the senior high school in the Smyrna School District listed such general recommendations as the development of more specific goals and objectives, the development of measurable criteria for assessing pupil performance, better planned inservice programs and improved K-12 program articulation.

Having actively participated in these evaluations, which included personal interviews and group discussions with teachers and administrators, this writer was told repeatedly that numerous local attempts to improve reading programs had proven ineffective because they were of the "band-aid" variety and lacked comprehensive planning. New materials were purchased and a variety of teaching techniques were tried, yet the results of the reading tests administered as part of the Delaware Educational Assessment Program (DEAP) for the years 1972-75, showed only slight gains in pupil achievement. DEAP tests are given annually to pupils in grades 1, 4 and 8.

Table A presents a comparison of actual mean scores in reading, grades 1 4 and 8 for the Smyrna School District, 1972-75. These figures are based on a state mean score of 50.0.

TABLE A

COMPARISON OF ACTUAL MEAN SCORES IN READING FOR SMYRNA SCHOOL DISTRICT, GRADES 1, 4 AND 8 1972 THROUGH 1975 (DEAP)

	Actual District Mean in Reading Grade 1	Actual District Mean in Reading Grade 4	Actual District Mean in Reading Grade 8
1972	46.8	49.3	47.2
1973	49.2	49.0	48.9
1974	50.3	48.9	48.9
1975	50.7	50.5	48.5

Although the comparative mean scores, when examined vertically, over a four year period indicated some upward movement had taken place, no one score was a full point above the state norm.

Scores from Table A, studied horizontally for all four years showed that the gap between the Smyrna means and the state means either widened or remained constant as the pupils moved through the system.

The problem, as seen by this writer, was that the current reading program in the Smyrna School District had been introduced and imposed without sufficient attention given to needs and the needs had become cumulative. Therefore, this practicum was an attempt to implement a process in which needs were identified as an initial step toward an orderly system of planning and developing a more comprehensive reading program.

Goals and Objectives

The overall goal of this practicum was to engage local school district personnel in a process of examining their present reading programs in order for them to ascertain needs, rank them in order of priority, and develop a corrective action plan. More specifically the objectives were as follows:

1. To engage Smyrna School District personnel in a review of the existing state and condition of their reading programs in all schools by completing all items on a criteria checklist, which accompanies the Standards of Excellence for Reading in Delaware to the satisfaction of the Delaware State Department of Public Instruction's (DPI) Reading Team.
2. To train a representative committee of Smyrna School District personnel to identify and list needs in reading by comparing the results of the completed criteria checklist to the Standards of Excellence for Reading in Delaware to the

satisfaction of the Delaware State Department of Public Instruction's (DPI) Reading Team.

3. To train a representative committee of Smyrna School District personnel to rank in order of priority the list of identified needs in reading using a modified version of the Instructional Objective Exchange (IOX) Priorities Planning Sheet to the satisfaction of the district superintendent, building principals, teachers of reading and other appropriate district personnel.

4. To assist the Smyrna School District's Right to Read Coordinator in developing a corrective action plan for reading programs based on the identified needs that will be presented and approved by the Smyrna Board of Education.

With assistance from the State Supervisor of Reading and the State Right to Read Specialist, who together with this writer comprise the DPI Reading Team, the practicum began in August, 1975.

Description of the Process

In planning the process, procedural activities and a time line were developed. These procedural activities were divided into two phases. Phase I dealt with the orientation of LEA personnel to the Standards of Excellence for Reading in Delaware and the original criteria checklist as instruments for investigating the present state and condition of reading programs in the Smyrna School District. (See Appendix I)

Phase II addressed itself to the analysis and confirmation of findings, the identification and ranking of needs and the development and approval of a corrective action plan based upon those needs. The procedural activities and time line took place as follows:

PHASE I

PROCEDURAL ACTIVITIES	TIME LINE
1. A meeting was held with the superintendent of the Smyrna School District to explain the plan and gain approval, support and commitment.	Completed August 29, 1975
2. With the superintendent's approval, a meeting was held with the central office staff, the district Right to Read Coordinator, and building principals to explain the plan and its purpose and to orient them to the standards and the criteria checklist.	Completed September 26, 1975
3. The principal, the district Right to Read Coordinator, and three representatives from the State Department of Public Instruction (DPI) Reading Team met with staff in each building to explain the plan and its purpose and to orient them to the standards and the criteria checklist.	Completed October 31, 1975
4. Building committees were formed and chaired by the principal in each of the three elementary schools, the middle school and by the assistant principal in the senior high school. At the elementary level, each committee was composed of one teacher from each grade level. The middle school committee included the members of the English department and the remedial reading teacher. The senior high committee included those teachers who teach developmental reading in the high school reading center. (See Appendix II)	Completed November 7, 1975
5. Two meetings lasting two hours each were held with each building committee to discuss and complete all items on the criteria checklist under each standard. A representative from the DPI Reading Team was present to render technical assistance. The district Right to Read Coordinator was also present at each meeting. A record of events was kept of each meeting by this writer who served as a consultant and monitor. (See Appendix III)	Completed December 12, 1975

PHASE I
(continued)

PROCEDURAL ACTIVITIES	TIME LINE
6. The district Right to Read Coordinator collected from all principals the compiled criteria checklists for each school building.	Completed December 19, 1975

PHASE II

PROCEDURAL ACTIVITIES	TIME LINE
1. The district Right to Read Coordinator, with assistance from the DPI Reading Team, organized the findings from each school's criteria checklist under each standard. (See Appendix IV) Three sessions of six hours each were scheduled for this activity.	Completed January 16, 1976
2. A district committee composed of one representative member from each building committee, plus the district Right to Read Coordinator was formed to complete the following activities:	Completed February 13, 1976
a. Analyze and confirm the findings.	
b. Identify and list needs. (See Appendix V)	
c. Rank the needs using a modified version of the IOX Priorities Planning Sheets. (See Appendix VI)	
d. Make recommendations to the district's Right to Read Coordinator to be included in a plan for corrective action.	(This committee met with the DPI Reading Team in a workshop setting for three six hour sessions.)
3. The district Right to Read Coordinator with assistance from the DPI Reading Team prepared a rough draft of the corrective action plan and presented it to the district committee, the building principals, and other appropriate district administrators for review and comment.	Completed February 27, 1976

PHASE II
(continued)

PROCEDURAL ACTIVITIES	TIME LINE
4. Having received and considered all input, the district Right to Read Coordinator with assistance from the DPI Reading Team completed the final draft of the corrective action plan. (See Appendix VII)	Completed March 26, 1976
5. The district committee, under the leadership of the district Right to Read Coordinator, presented the corrective action plan to the Smyrna Board of Education for approval to be implemented. (See Appendix VIII)	Completed April 28, 1976

Strategies for Implementing the Process

Since the term "needs" has many interpretations, this writer chose, for the purposes of this practicum, to define a need as "the discrepancy between 'what is' and 'what should be'." The "what should be" were the Standards of Excellence for Reading in Delaware. The "what is" was discovered by having committee members in each school respond to a criteria checklist designed to facilitate an investigation of the existing state and condition of the reading programs being used.

Upon completion of the criteria checklist by committees in each building, the data were gathered by the Smyrna District's Right to Read Coordinator. Realizing that all data were not needs, the DPI Reading Team chose to call the data findings and organized those findings under each of the following five standards:

1. Each school district will prepare instructional goals and objectives and will either adapt or adopt activities or programs that correspond to these objectives.

2. To aid the teaching - learning process, every teacher at every grade level and in every content area will adopt materials and methods to each pupil's instruction and independent level of reading according to his/her mental capacity to learn.
3. An agreement should exist between school administrators and teachers concerning the importance of teaching for the mastery of decoding and thinking skills. In addition, a continuous record will be kept for each student indicating reading achievement and attitude towards reading.
4. The local school district should make use of internal and external supportive services that are available and essential to a more comprehensive reading program.
5. Local taxpayers, local school Boards of Education and local district administrators should recognize reading as a major priority in the school program and be committed to providing functional and moral support regarding policy, staff, management and budget.

A district committee composed of representatives from each school was then selected by the district superintendent and trained by this writer to analyze the findings and determine which ones were actually needs. This was accomplished by having committee members examine the list of findings and decide which were commendations and which met the definition of a need as established in this practicum, "-- the discrepancy between 'what is' and 'what should be'." Confirmation of each need was attained through consensus and by documentation. Documentation was obtained by committee members going back to their school and collecting substantiating evidence from fellow teachers and/or the principal.

Needs which emerged from the findings under the first standard dealt with such things as a written curriculum in reading for the middle school, better horizontal and vertical articulation of reading programs, improved inservice programs with emphasis on staff development, more parental involvement and keying instructional activities to objectives.

Needs under standard two related to the determination of the instructional and independent reading levels of all students, better diagnostic testing, a wider variety of instructional resources and improved library services.

Under standard three there was a need to define what constitutes mastery of skills, a need to show teachers how to use an Informal Reading Inventory, a need for a record keeping system, and a need to expand the services of the high school reading center.

Needs that emerged from findings under standard four were better use of the school psychologist, the speech and hearing therapist, the school nurses, university personnel, consultants from publishing companies, and a program to train volunteers to provide teachers with assistance in reading programs at all levels.

Needs pertaining to standard five included more financial support from the local school board for reading programs, a full time reading coordinator, and an adult education program in reading. (See Appendix V)

Arriving at a list of identified needs was only a beginning step. These needs were then ranked in order of priority by using a modified version of the IOX Priorities Planning Sheet. This planning sheet was simply a worksheet organized into categories to assist the committee members in making decisions about which needs were more important than others. Consideration was given to the amount of time required to implement the needs, the cost factor involved, available personnel, materials and equipment, existing facilities, and school district policies. (See Appendix VI)

Once the needs were ordered, the district committee forwarded them, along with recommendations, to the district Right to Read Coordinator who, with technical assistance from the DPI Reading Team, used them as the basis for developing a rough draft of the corrective action plan.

This draft recommended twelve ways in which the local boards of education could demonstrate its support by establishing policy and providing staff, management and budget necessary for the development of a comprehensive reading program. For example, it was recommended that future inservice programs be devoted to the improvement of reading at all levels, that the instructional and independent reading levels of all students be determined, that a reading curriculum for the middle school and high school be completed and implemented, that building principals and support personnel, e.g., librarians, psychologists, nurses, and speech and hearing therapists become more actively involved in helping teachers teach reading, that a criterion referenced test be selected and used for diagnostic purposes, that what constitutes mastery of a skill be established, that a full time reading coordinator be employed, and that a cadre of trained volunteers be developed to assist teachers and students in reading and reading related activities.

Copies of the rough draft were distributed to the district committee, the district superintendent, the building principals and other appropriate district personnel for review and comment.

After giving full consideration to all reactions, the district Right to Read Coordinator, again with technical assistance from the DPI Reading Team, prepared the final draft of the correction action plan. (See Appendix VII)

The district committee, under the leadership of the Right to Read Coordinator, presented the corrective action plan to the Smyrna Board of Education for approval to be implemented.

Determining the Effectiveness

During the early stages of the practicum, building committees composed of teachers and chaired by the principal, or assistant principal, reviewed the existing state and condition of their reading program by completing all items on the criteria checklist which accompanied the _Standards of Excellence for Reading in Delaware_. The district Right to Read Coordinator and the three members of the DPI Reading Team participated in these meetings by serving as consultants. They led discussions, explained the standards and the rationale behind them, helped with the interpretation of items on the criteria checklist, and explained certain aspects of reading instruction and reading management systems. Since there was constant feedback from the participants during each step of the process, there was a built-in formative evaluation system which allowed for continuous refinement and improvement of both the process and the instrument being used.

As part of this formative evaluation, this writer served as a monitor and kept a running account of each building committee meeting. This "Record of Events" included suggested procedures, persons involved, concerns expressed, actions taken, and follow-up.

After each weekly log was reviewed and analyzed by this writer, the information was shared with the other members of the DPI reading team. This resulted in a number of changes. For instance, thirty-four refinements of criteria checklist items were made to improve clarity. Procedural activities were divided into two phases to separate the preparatory steps from those needed for identification, analysis, confirmation ranking and developing a plan. Building principals' responses were kept apart from teachers' responses to determine discrepancies in findings and needs. Additional meetings were scheduled with the superintendent to report progress. Provisions were made to allow secondary teachers to respond to items on the checklist in a different way from elementary teachers, due to the differing nature of their teaching assignments. The DPI Reading Team increased their leadership role because the local Right to Read

Coordinator's time was limited. Finally, a procedure for documenting findings and needs was added.

Another outgrowth of the formative evaluation was that the State Supervisor of Early Childhood Education, with approval from the district superintendent, agreed to assist kindergarten teachers in developing a reading readiness program that will be articulated with the first grade reading program.

With respect to summative evaluation, all four objectives were accomplished. Objective one was met when all building committee members completed all items on the criteria checklist, which accompanied the _Standard of Excellence for Reading in Delaware_, to the satisfaction of the Delaware State Department of Public Instruction's Reading Team.

Objective two was accomplished when the district committee completed the list of needs under each of the five standards in a manner that was satisfactory to the DPI Reading Team.

Objective three was accomplished when the district superintendent, building principals, teachers of reading, and secondary teachers of English agreed with and supported the needs that were given high priority as the result of using the IOX Priority Planning format.

Objective four was accomplished when the Smyrna Board of Education accepted the recommendations in the corrective action plan and promised commitment and support by providing policy, staff, management and budget necessary for implementation over the next three years.

The members of the Smyrna Board of Education were impressed by the effort, commitment, and honesty put forth by the teachers and administrators of their district and were most appreciative of the technical assistance rendered by the DPI Reading Team. Their approval of the corrective action plan means that the product has been bought; therefore, all the criteria for the summative evaluation of this process for identifying needs in reading have been met.

The practicum itself can be judged successful because the Smyrna School District now has a cadre of personnel trained in a process for identifying needs in any curriculum area. The successful use of standards has already prompted the State Department of Public Instruction to begin developing standards in all content areas for elementary, middle and high schools that can be used as instruments for needs assessments and evaluations of programs. Most noteworthy is the fact that all other school districts in Delaware will soon be required by the State Board of Education to use the process developed in this practicum to identify needs in reading in order that they, too, may develop plans for corrective action.

Institutionalizing the Outcome

One of the major objectives of Delaware's Right to Read Effort: Application for Federal Assistance, 1976, is to train the Right to Read Coordinator of each of the remaining twenty-two school districts in Delaware in the process described in this report. Those responsible for the training sessions will use the revised standards and criteria checklist, plus the procedures that were tested in Smyrna. Each district's Right to Read Coordinator will then be supplied with the "package" he or she needs to implement the process for identifying needs in reading as a basis for a corrective action plan in his or her district.

The process developed and tested in this practicum is now formalized to the degree that a properly trained Right to Read Coordinator can use it as an ongoing element in the operations of any school district with little or no technical assistance from the DPI Reading Team.

The total implementation of the process in a district the size of Smyrna (five buildings) cost $1,600. This money was awarded through a Right to Read mini grant and was spent mostly on substitute teachers needed to release the

Right to Read Coordinator and other teachers serving on committees. A small amount was also spent on printing and reproduction of printed materials.

Conclusions and Recommendations

This writer sees this process as a means for eliminating the "band-aid" approach to solving reading problems by providing local school district personnel an opportunity to investigate all aspects of a comprehensive reading program, the goals and objectives, the teaching-learning process, the record keeping system, the supportive services, and the total management component.

More careful attention will be given to the results of the reading tests administered as part of the Delaware Educational Assessment Program (DEAP) over the next three to five years to determine if scores show more upward movement due to the fact that needs were properly assessed and corrective action plans included effective remedies.

As a result of having completed this practicum experience, this writer concludes this report by making the following recommendations:

1. All school districts in Delaware be required to implement a process for identifying needs in reading programs as a basis for a plan of corrective action.
2. All school districts in Delaware require their Right to Read Coordinators to receive training so that they will be proficient in coordinating the above mentioned process.
3. The Standards of Excellence for Reading in Delaware and its accompanying checklist be used as the instrument for identifying needs in reading.
4. District superintendents, building principals, and other appropriate district administrators become actively involved in the identification of needs process.

5. Local boards of education support corrective action plans by providing the necessary policies, staff, management procedures, and budget.

6. The State Department of Public Instruction strongly consider emphasizing the development and implementation of similar processes for identifying needs as the basis for plans of corrective action in other curriculum areas.

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APPENDICES

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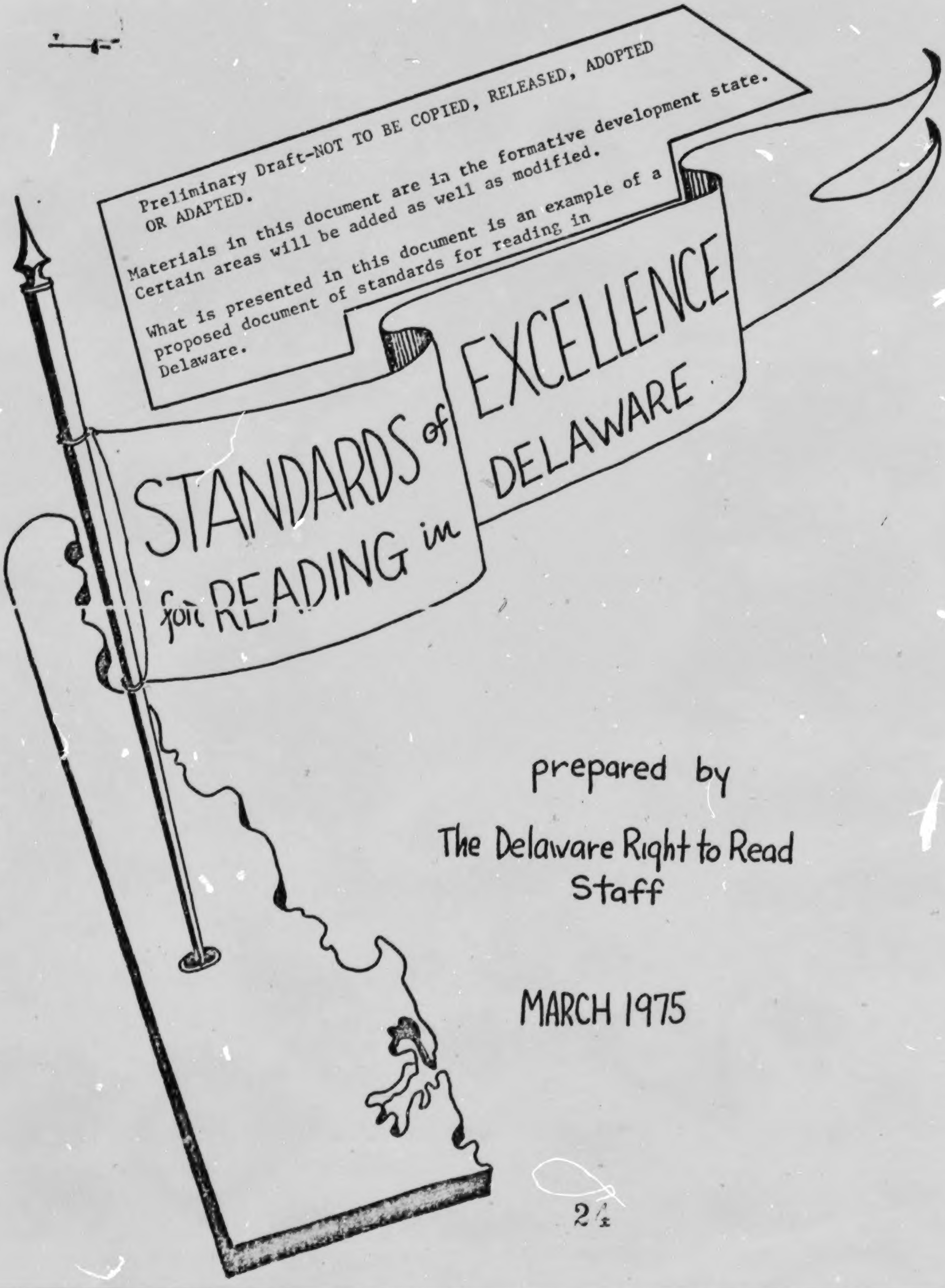
APPENDIX I

ORIGINAL STANDARDS AND CRITERIA CHECKLIST

Preliminary Draft-NOT TO BE COPIED, RELEASED, ADOPTED OR ADAPTED.

Materials in this document are in the formative development state. Certain areas will be added as well as modified.

What is presented in this document is an example of a proposed document of standards for reading in Delaware.



STANDARDS of EXCELLENCE for READING in DELAWARE

prepared by

The Delaware Right to Read
Staff

MARCH 1975

A RATIONALE FOR STANDARDS

Section 122, Title 14 of the Delaware Code specifies that the State Board shall prescribe rules and regulations determining the minimum course of study for all public elementary schools and all secondary schools in the State. Therefore, it is necessary that standards be developed to assess, with a degree of consistency, the management of the administrative activities, the organization of the instructional program, and the methods and strategies being utilized in the public schools of Delaware.

The need for standards is apparent when efforts are made to define quality education. Such superlatives as good, average, excellent, and modern are usually relevant only to those who subjectively adjudge programs and reflect a non-systematic approach.

With the need for a broadened curriculum to serve the varying abilities of today's heterogeneous and multi-ethnic student population, there has evolved the challenge to provide the best possible learning opportunities for all students. Schools should achieve levels beyond the minimum and develop comprehensive programs that are responsive to the well-determined educational needs of students.[1]

This document, Standards of Excellence for Reading in Delaware, will communicate information to all public school districts in the State concerning the area of reading.

Although the State Board of Education has the responsibility and authority to establish minimum courses of study, there are additional reasons for the development and use of the Standards in this document. They are:

1. To assist local school districts implement one of the goals for Delaware public schools, approved by the State Board of Education, June 1972, Communication and Basic Skills:

   "Education in Delaware will provide the opportunity for each learner, to the extent of his individual ability, to acquire a mastery of the basic skills required for obtaining and expressing ideas through effective use of words, numbers and symbols.

   * To formulate ideas verbally or non-verbally through reading and listening.

   * To speak fluently by being able to organize and choose materials and by using acceptable language, pronunciation and articulation.

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[1] Abstracted from Dr. Randall L. Broyles' papers entitled: Assignment Regarding Minimum Course of Study and Performance Standards, February 25, 1975. Development of Standards for Elementary Schools, September 5, 1975.

- * To acquire adequate reading skills so that he will be able to read and understand various kinds of reading materials, such as books, newspapers, and magazines.
- * To write clear, concise, coherent prose such as sentences, paragraphs and letters.
- * To acquire a mastery of the basic concepts and techniques of the natural sciences.
- * To acquire a mastery of basic mathematical concepts and the ability to perform and apply basic mathematical operations.
- * To understand the basic principles of the social sciences including the behavioral sciences."

2. To satisfy a mandate issued by the National Right to Read Office, United States Office of Education.
3. To provide the Department of Public Instruction with a vehicle for assessing local school district reading programs.
4. To institute a means by which on-going assessment can be done in each school district.

The standards have been a year (1973-74) in preparation. The original components were disseminated to over one hundred teachers, reading specialists, administrators, and university personnel for comment. This document reflects those comments, and we are most grateful for the time and effort expended.

There are five standards. As a guide for teachers, supervisors, administrators, boards of education, and others who implement the standards, CONSIDERATIONS accompany each standard. The purpose of the considerations is to clarify the intent of the standards through descriptions of practices, activities, options, references, ideas and definitions.

There is a CRITERIA CHECKLIST that also accompanies each standard. It is this checklist which is to be completed by each school district to determine "needs in reading".

Standards in this document are defined as a degree or level of requirement, excellence or attainment. In this respect, a standard is a norm against which a judgement can be made. The criteria checklist is a means to evaluate how well the district has met the standard. Upon completion of the checklist, information may be compared with the standards. WHERE A DIFFERENCE EXISTS, A NEED FOR READING PROGRAM IMPROVEMENT WILL HAVE BEEN UNCOVERED.

STANDARD OF EXCELLENCE #1

EACH SCHOOL DISTRICT WILL PREPARE INSTRUCTIONAL GOALS AND OBJECTIVES AND WILL EITHER ADAPT OR ADOPT ACTIVITIES OR PROGRAMS THAT CORRESPOND TO THESE OBJECTIVES.

CONSIDERATIONS:

Goals and objectives may be selected from commerically prepared lists or locally developed guides. These goals and objectives can be determined through cooperative planning among groups such as district administrative and supervisory personnel, members of the local board of education, the district Right to Read Coordinator and Advisory Council, parents, community representatives, Department of Public Instruction, colleges and universities, and other qualified personnel. Private pre-schools, private and parochial elementary schools, private and parochial secondary schools, and community agencies should be involved in a mutual sharing of the district's goals and objectives.

To achieve articulation between district reading objectives and materials, all materials selected for use within the district will be catalogued and keyed to these objectives.

CRITERIA:	Yes	No	Completion Date
1. Does the district have a written philosophy upon which goals and objectives for reading are based?	☐	☐	☐
2. Have these goals and objectives been reviewed in the past five years?	☐	☐	☐
3. Has the district adapted or adopted a reading curriculum or program that corresponds to the goals and objectives?	☐	☐	☐
4. Does this district reading curriculum provide for instructional activities in the content, bilingual education, and language arts areas?	☐	☐	☐
5. Do district reading curriculum objectives provide for sequential skill development throughout all levels of the system?			
pre-schools (Headstart, etc.)	☐	☐	☐
kindergartens	☐	☐	☐
elementary schools	☐	☐	☐

	Yes	No	Completion Date
middle schools	☐	☐	☐
junior high schools	☐	☐	☐
senior high schools	☐	☐	☐
adult basic education programs (if applicable)	☐	☐	☐
6. Is there communication regarding the district reading curriculum with all private and parochial schools in the area?	☐	☐	☐

7. Which representatives of the following groups were involved in the preparation, adaption/adoption or sharing of the district's reading curriculum? (please indicate by marking X's in the appropriate columns)

	Preparation of Goals & Obj.	Adaption/ Adoption of Curriculum	Sharing
(a) Parents/P.T.A.	☐	☐	☐
(b) Community Representatives	☐	☐	☐
(c) Local Right-to-Read Advisory Councils	☐	☐	☐
(d) School Board	☐	☐	☐
(e) Curriculum Council	☐	☐	☐
(f) Classroom Teachers	☐	☐	☐
(g) Principals	☐	☐	☐
(h) Librarians	☐	☐	☐
(i) School/District Psychologists	☐	☐	☐
(j) Specialists in:			
Speech-Hearing	☐	☐	☐
Reading	☐	☐	☐
(k) School Nurse	☐	☐	☐

	Preparation of Goals & Obj.	Adaption/ Adoption of Curriculum	Sharing
(l) State Department of Public Instruction	☐	☐	☐
(m) Local college or university	☐	☐	☐
(n) Private Preschools	☐	☐	☐
(o) Adult Basic Education personnel in district or local center	☐	☐	☐
(p) Bilingual Educational Personnel	☐	☐	☐
(q) Other ____________________	☐	☐	☐

8. Have materials within the district been catalogued and keyed to district objectives so that articulation may be achieved? Yes ☐ No ☐

STANDARD OF EXCELLENCE # 2

TO AID THE TEACHING - LEARNING PROCESS, EVERY TEACHER AT EVERY GRADE LEVEL AND IN EVERY CONTENT AREA WILL ADOPT MATERIALS AND METHODS TO EACH PUPIL'S INSTRUCTIONAL* AND INDEPENDENT* LEVEL OF READING ACCORDING TO HIS/HER MENTAL CAPACITY TO LEARN.

* Definitions:

Independent Level of Reading: This is the highest level at which the pupil can read, without help, unfamiliar materials fluently and with personal satisfaction. The independent level is generally defined as that level where the pupil makes no more than one error, of even a minor nature, in 100 words of reading. In terms of comprehension, the pupil should be able to respond with no less than 90% accuracy to questions testing factual recall, ability to interpret these facts, and to make logical inferences.

Instructional Level of Reading: The instructional level is generally defined as the level where the pupil makes no more than five errors in 100 words when reading unfamiliar materials. In terms of comprehension, the pupil should be able to respond with no less than 75% accuracy to questions testing factual recall, ability to interpret these facts, and to make logical inferences. Thus, the instructional level is the point where teaching begins. Such teaching should continue at this level until the pupil can read independently.

CONSIDERATIONS:

Each pupil's instructional and independent reading level will be available for teacher use. The level of difficulty of teaching materials should also be available for teacher use. Teachers will select materials which have a level of difficulty that match the instructional reading level of the pupil. This will insure that learning takes place with little or no frustration.

Since there are different methods of teaching reading, utilization of the district reading objectives as guidelines will help insure continuity of instruction when changing from one method to another.

Classroom instruction can be aided by the use of flexible grouping patterns. Students may be grouped according to reading level, skill deficiency or interest. This grouping can take place within the classroom or across grade levels.

The learner should be guided to read widely and independently for a variety of reasons, including personal enjoyment, for additional knowledge and specific information.

CRITERIA:

1. Is the instructional level of reading determined for each student?

Yes ☐ No ☐

If so, what instrument(s) are used?

Informal Reading Inventory (IRI) ☐

Cloze ☐

Other (Please list) ________________

____

____

2. Is the independent level of reading determined for each student?

Yes ☐ No ☐

If so, what instrument(s) are used?

Informal Reading Inventory (IRI) ☐

Cloze ☐

Other (Please list) ________________

____

____

3. Have all teachers been provided with these levels?

Yes ☐ No ☐

4. Is an assessment made of each student's capacity to learn through the administration of a test that measures intelligence?

Yes ☐ No ☐

5. Please check ☑ measures currently in use to obtain information concerning the pupil's mental capacity for learning to read:

- ☐ California Test of Mental Maturity
- ☐ California Short-Form Test of Mental Maturity
- ☐ Differential Aptitude Tests
- ☐ Henmon - Nelson Tests of Mental Ability
- ☐ Lorge - Thorndike Intelligence Tests
- ☐ Otis- Lennon Mental Ability Test
- ☐ Peabody Picture Vocabulary Test

☐ Revised Stanford-Binet Scale

☐ School and College Ability Tests (SCAT)

☐ Slosson Intelligence Test for Children and Adults (SIT)

☐ Wechsler Adult Intelligence Scale (WAIS)

☐ Wechsler Intelligence Scale for Children (WISC)

☐ Wechsler Preschool and Primary Scale of Intelligence

☐ Other (Please list) ____________________

____

____

6. Name diagnostic instruments used to locate each learner's strengths and weaknesses in reading* at each of the following levels:

* Prereading or readiness included

A. Kindergarten ____________________

____

____

B. Elementary ____________________

____

____

C. Middle or Junior High ____________________

____

____

D. High School ____________________

____

____

E. Adult Basic Education ____________________

____

____

7. Check ☑ those methods used to determine level of difficulty of reading materials:

- ☐ A. Publisher's designation
- ☐ B. Librarian recommendation
- ☐ C. Fry Readability Graph
- ☐ D. Syntactic Complexity Formula
- ☐ E. Other (Please list) ____________________

____

____

8. Check the basic reading program used more than 70% of the time in each grade, K-8. In column marked "edition" put the year that the series was published (or revised).

Basal Series (Publisher)	Edition	K	1	2	3	4	5	6	7	8
Allyn and Bacon										
The Bank Street Readers (Macmillan)										
Basic Reading (J.B. Lippincott Co.)										
Bookmark Series (Harcourt,Brace & Jovanovich)										
Chandler Language Experience Program (Noble & Noble)										
Design for Living (Harper and Row)										
Keys to Reading (Economy Press)										
Ginn Basal Reading Series (Ginn)										
Ginn 360 (Ginn)										
The Holt Basic Reading System (Holt, Rinehart & Winston)										
The Houghton Mifflin Reading Program										
The Macmillan Reading Series										
Merrill Linguistic Readers Charles E. Merrill Books, Inc.)										
Mott Basic Language Skills Program (Allied Education, Inc.)										
The New Basic Readers (Scott Foresman)										

Basal Series (Publisher)	Edition	K	1	2	3	4	5	6	7	8
Open Court Basic Readers (Open Court Publishing Company)										
Palo Alto Reading Program (Harcourt, Brace, Jovanovich, Inc.)										
The Read Series (American Book Company)										
Systems (Scott, Foresman)										
SRA Reading Program - Linguistics (Basic Reading Series)										
Sullivan-Buchanan Programmed Reading (McGraw Hill)										
Young American Series (Lyons & Carnahan)										
Other (please specify)										

9. Check ☑ means of instruction other than a basal reading approach used for teaching reading in the elementary school:

☐ A. Multi-text Individualized Reading Programs

☐ B. Language Experience Approach

☐ C. Other (Please list) ____________________

____

____

10. Are district reading objectives used as guidelines to help insure continuity of instruction when changing from one method to another in the elementary schools?

☐ Always ☐ Sometimes ☐ Never

11. Check the materials being used for reading instruction in the middle school, junior high school and/or high school, and Adult Basic Education.

GRADE LEVEL

Materials	5	6	7	8	9	10	11	12	Adult Basic Education
Barnell-Loft (Specific Skills Series)									
Benefic Press (Space Science Fiction, Sports Mystery Series, etc.									
Borg-Warner (Systems 80)									
Bowmar Kits									
College Skills Center									

Materials	5	6	7	8	9	10	11	12	Adult Basic Education
Craig Reader									
D.C. Heath (Teenage Tales)									
Educational Development Labs (Study Skills, Listening Materials, etc.)									
Fearon Publishers (Pacemaker Classics Story Books, True Adventures)									
Field Education Publications (Checkered Flag, Deep Sea and Jim Forest Series, Kaleidoscope Readers, Morgan Bay Mysteries)									
Grolier Educational Corp. (Reading Attainment System)									
Hoffman Programs									
Mott Basic Language Skills Program									
Nebraska Units									
Random House (Reading Pacemakers)									
Reader's Digest									
Reading for Concepts (McGraw Hill)									
Scholastic Book Services (Scope, Action Libraries, etc.)									
SRA (Reading for Understanding, Reading Laboratories, etc.)									
Welch Auto-Tutor									
Other (Please list):									

12. Check other means of instruction used for reading in the middle, junior high schools, high school, and Adult Basic Education:

☐ A. Multi-text Individualized Reading Programs

☐ B. Language Experience Approach

☐ C. Other (Please list): ____________________

____

____

13. What resources are available in the classroom to students for independent reading and information gathering? (Check)

Resource	Grade Level		
	Elem.	Middle School or Junior H.S.	High School
a. classroom libraries			
b. classroom reference books			
c. newspapers			
d. topical material gathered from central library			
e. dictionaries on the appropriate reading levels in each classroom			
f. texts and manuals from content area curricula			
g. supplementary readers on various levels of difficulty			
h. paper books			
i. trade books			

	Yes	No
14. Are reading materials readily accessible for pupil's use?	☐	☐
15. In the selection of textbooks and materials is consideration given to accuracy, authenticity, scope, sequence, readability, fair treatment of ethnic, religious and minority groups?	☐	☐
16. Are there adequate supplies of acceptable quantity for implementing the educational program?	☐	☐

17. For each grade span in your school, mark the one statement which best describes the extent of instruction in reading skills as a regular part of content subject classes.

Statement	Best Description	
	Jr. High, or Middle School	High School
a. Reading skills are taught in content subjects as part of the prescribed curriculum		
b. Reading skills are taught in content subjects as need arises.		
c. Teachers are encouraged to incorporate reading skills in content subjects.		
d. Little emphasis is placed on incorporating reading skills in content subjects.		
e. Other (specify)		

18. Indicate the basis for grouping used by teachers within the classroom.

Basis for Grouping	Elementary				Middle/Junior High				High School			
Percent of Time Spent	100%	75%	50%	25% or less	100%	75%	50%	25% or less	100%	75%	50%	25% or less
Reading Level												
Skill Deficiencies												
Interests												
Other (specify)												

19. There are several grouping patterns that are typically used by classroom teachers for organizing reading instruction.

Indicate the number of classrooms using the listed patterns as the principal means of organizing reading instruction at each grade level. (Interpret principal to mean more than 70% of the time.)

Organizational Pattern	Elementary	Middle/Jr. High	High School
Grouping within classrooms			
Grouping between classes			
Ungraded			
Individualized			
Departmentalized			
Homogeneous grouping by grade			
Multi-age			
Other (specify)			

	Yes	No
20. In order to guide the learner to read widely and independently, information is gathered from parents concerning learner interests (the parent reports on learner's reading outside of school, attitude toward school, etc.).	☐	☐
21. Are inservice workshops available for all teachers to learn how to determine both the independent and instructional levels of reading in their respective classrooms by the use of informal reading inventories (word recognition, comprehension)?	☐	☐
22. Are inservice education workshops available for all teachers to learn how to determine both the independent and instructional levels of reading by using the CLOZE technique?	☐	☐
23. Are inservice education workshops available for all teachers to learn how to determine both the independent and instructional levels of reading by using oral paragraph reading?	☐	☐
24. Are inservice workshops available for all teachers to learn how to determine the level of difficulty of textbooks and other reading materials used for instruction?	☐	☐
25. Are workshops available for teachers interested in methods, materials and grouping procedures?	☐	☐

STANDARD OF EXCELLENCE #3

AN AGREEMENT SHOULD EXIST BETWEEN SCHOOL ADMINISTRATORS AND TEACHERS CONCERNING THE IMPORTANCE OF TEACHING FOR THE MASTERY OF DECODING AND THINKING SKILLS. IN ADDITION, A CONTINUOUS RECORD WILL BE KEPT FOR EACH STUDENT INDICATING READING ACHIEVEMENT AND ATTITUDE TOWARDS READING.

CONSIDERATIONS:

Following the adoption of appropriate objectives and materials based on student needs, some common agreement should be reached between the administration and the teachers concerning the competence displayed by the pupil.

How well a student learns to read is directly related to the emphasis placed on the teaching for mastery of decoding and thinking skills. Typically, an idea is presented, instruction takes place, and practice is provided. However, mastery is not determined until the pupil applies the skill to a variety of situations. How well the skill is applied determines the degree of mastery which should be assessed jointly by the teacher and the pupil. The assessment must be satisfactory to both parties based upon some previously agreed upon criteria. If the assessment is satisfactory to both parties, the pupil moves to the next instructional objective. If either party is dissatisfied with the assessment, the pupil should be reinstructed, given additional practice, and again given the opportunity to apply the skill.

The use of a record keeping system will provide the teacher with documentation of the skills the student has mastered so that appropriate instruction in other objectives can be provided. In addition, teachers who receive the pupil in succeeding grades will know what materials and objectives have been covered. Student attitudes towards reading will also be recorded.

This record keeping system should be used for reporting to parents and in planning for pupil self-evaluation.

CRITERIA:	Yes	No
1. An agreement exists between school administrators and teachers that mastery of skills will be determined through a measure of accomplishment of a specific reading task (individual pupil achievement is measured against their own past performance).	☐	☐
2. Does the district consider mastery to always be a certain percentage of answers correct?	☐	☐
3. Does the district consider mastery to sometimes be a certain percentage of answers correct?	☐	☐

	Yes	No
4. Has the district established criteria for mastery in relation to the value of the skill or the need to know the skill?	☐	☐
5. Is the information about the skills mastered and those yet to be mastered shared with the student in any way?	☐	☐
6. Is this information part of the student's self-evaluation of his progress?	☐	☐

7. Check the kind of test used to determine mastery of skills. Use the "a" column for teacher-made tests and the "b" column for publisher tests.

Tests	Elementary		Middle		High School		Adult Basic Education	
	a	b	a	b	a	b	a	b
Individual Reading Inventory								
Criterion Referenced								
Other (list below)								

	Yes	No
8. A record keeping system* has been adopted which provides teachers with documentation of the skills the student has mastered.	☐	☐

* The following is a sample of one record keeping device.

Materials Used	Page #	Objectives	O: exposure D: mastery
		Comprehension Skills a. main idea b. sequence c. comparison d. context Decoding Skills a. beginning consonants b. blends and diagraphs c. vowel sounds d. word endings e. sight words f. syllables (number of)	

	Yes	No
9. This record is shared with pupils as a part of their self-evaluation.	☐	☐
10. This record sheet is shared with teachers in succeeding grades so that appropriate instruction can be continued.	☐	☐

11. Student attitudes towards reading are recorded through means of:

	Pre-School	Elem.	Middle or Junior High	High School	Adult Basic Education
a. Teacher-learner conferences (checklists, self-evaluation forms).	☐	☐	☐	☐	☐
b. Teacher observation checklists (child's interests, behavior, physical and social development, attitudes, reading in the content areas).	☐	☐	☐	☐	☐

	Pre-School	Elem.	Middle or Junior High	High School	Adult Basic Education
c. Teacher librarian conferences (the librarian reports on number and type of books read).	☐	☐	☐	☐	☐
d. Comments from other teachers.	☐	☐	☐	☐	☐
e. Other (please specify) ____________	☐	☐	☐	☐	☐

	Yes	No
12. Is this information shared with parents at conference time?	☐	☐

13. Reports of reading achievement are done through:

	Elementary	Middle School	High School	Adult Basic Education
The Parent-Teacher Conferences				
Written reports				
Report Cards				
Other (please describe				

	Yes	No
14. Are there inservice programs planned for teachers and administrators to either adopt commercially prepared record keeping systems or to devise systems for the district which incorporate agreed upon criteria for mastery?	☐	☐

STANDARD OF EXCELLENCE #4

THE LOCAL SCHOOL DISTRICT SHOULD MAKE USE OF INTERNAL AND EXTERNAL SUPPORTIVE SERVICES THAT ARE AVAILABLE AND ESSENTIAL TO A MORE COMPREHENSIVE READING PROGRAM.

CONSIDERATIONS:

In order for a reading program to be most effective, the services of non-teaching personnel should be utilized.

The librarian should not only be available for helping students in book selection, but should be in close contact with the classroom teachers concerning childrens' reading abilities and interests. The librarian should have access to students' reading records so that she may make a better match between students' reading abilities and the level of difficulty of reading materials used in order for students to complete assignments. In addition, she should encourage students to browse through library collections and read for enjoyment according to personal interests.

The psychologist should interpret reading test results to the classroom teacher and should relate results of the reading test section of the psychological evaluation in such a way that its implications and limitations are clear to the classroom teacher.

Speech and hearing specialists should be given time to interpret results of speech and hearing tests to teachers and cooperate with them in planning reading programs for students who experience hearing or speech difficulties. In addition, these specialists should be available to conduct inservice programs to explain techniques used in their respective fields, and to relate this information to the process of reading.

School nurses should be available for health and vision screening, and should make recommendations to parents and classroom teachers regarding health needs, need for further screening, and suggestions for seating near-sighted pupils.

Professional organizations should provide support for curriculum development and staffing as well as support for inservice.

School personnel should be aware of the resources and services offered by institutions of higher learning and the Department of Public Instruction and should utilize these services.

If publishing companies employ a consultant, this person should be invited to explain and help implement the reading curriculum purchased from their company.

The school district should consider assistance to teachers and pupils through the use of trained volunteers.

CRITERIA:

	Yes	No
1. Does the librarian provide support for reading programs via ongoing consultation with classroom teachers regarding:		
a. reading difficulty of materials available in the library	☐	☐
b. independent reading level of students	☐	☐
2. Does the school/district psychologist provide support for reading programs via:		
a. participation in child-study team activities	☐	☐
b. consultation with classroom teachers on techniques for instruction and guidance	☐	☐
c. diagnostic-prescriptive services	☐	☐
3. Does the district use the services of speech or hearing specialists to provide support for reading programs via:		
a. diagnostic-prescriptive services	☐	☐
b. consultations with classroom teachers concerning special needs of students	☐	☐
4. Does the school nurse provide support for reading programs via:	☐	☐
a. consultation with classroom teachers concerning students' health problems	☐	☐
b. administration of vision and hearing tests	☐	☐
5. Do the teachers' professional organizations provide support for reading programs via:		
a. leadership in the development of		
(1) philosophy	☐	☐
(2) objectives	☐	☐
(3) curriculum guide	☐	☐
b. leadership in support of hiring practices related to reading instruction	☐	☐

	Yes	No
c. leadership in support of inservice programs for reading	☐	☐
d. leadership in support of summer workshops for teachers in reading techniques and program planning	☐	☐
6. Are college and university consultants used to perform specific tasks such as:		
a. technical assistance in implementation of objectives and activities	☐	☐
b. testing and evaluation of reading programs in LEA's	☐	☐
c. participation in inservice programs for reading instruction	☐	☐
d. other specific tasks	☐	☐
7. Does the school district utilize the services of consultants from publishing companies for staff development:		
a. to explain the philosophy and objectives of the reading curriculum	☐	☐
b. to suggest strategies for teaching specific components of the reading curriculum	☐	☐
8. Are other professional organizations or state agencies used?	☐	☐

Please list: ______________________________

____

____

____

	Yes	No
9. Does the school district provide assistance to teachers and pupils in reading programs by way of volunteer programs that:		
a. provide tutoring services	☐	☐
b. provide clerical assistance to teachers	☐	☐

	Yes	No
c. make provision for reading to children in the library	☐	☐
d. provide for the construction of instructional materials	☐	☐
10. Does the school district provide support for volunteer services by offering periodic training programs for volunteers from the following groups:		
a. parents	☐	☐
b. students (H.S.)	☐	☐
c. students (college)	☐	☐
d. retired persons (RSVP, etc.)	☐	☐
e. service organizations	☐	☐
f. other ____________________	☐	☐
11. Is training for volunteers provided using any of the following materials:		
a. National Reading Center Materials	☐	☐
b. Laubach Materials	☐	☐
c. Literacy Volunteers of America	☐	☐
d. Great Books	☐	☐
e. Other ____________________	☐	☐

12. Please name the person in your district using any of the following materials for training purposes:

	Person Responsible for Training
a. National Reading Center	______________________________
b. Laubach	______________________________
c. Literacy Volunteers of America	______________________________
d. Great Books	______________________________
e. Other ____________________	______________________________

	Yes	No
13. Do librarians participate in inservice training provided for teachers?	☐	☐
14. Do librarians provide teachers with information concerning the readability of books found in the library?	☐	☐
15. Does the psychologist participate in inservice training to:		
a. provide teachers with information concerning prescriptive teaching methods for those students needing help with psychological problems that interfere with the reading process	☐	☐
b. provide teachers with information concerning the implications of the reading section of the psychological examination	☐	☐
16. Do speech and hearing specialists participate in inservice training to:		
a. provide teachers with information concerning the methods used to determine the difficulty a child might have with the reading process	☐	☐
b. investigate ways to coordinate their services with that of the classroom teacher	☐	☐
17. Does the school nurse participate in inservice training to:		
a. provide teachers with information concerning screening devices for speech and hearing	☐	☐
18. Are there inservice programs for teachers and supervisors to provide information concerning the use of trained volunteers in the reading program?	☐	☐

STANDARD OF EXCELLENCE #5

LOCAL TAXPAYERS, LOCAL SCHOOL BOARDS OF EDUCATION AND LOCAL DISTRICT ADMINISTRATORS SHOULD RECOGNIZE READING AS A MAJOR PRIORITY IN THE SCHOOL PROGRAM AND BE COMMITTED TO PROVIDING FUNCTIONAL AND MORAL SUPPORT REGARDING POLICY, STAFF, MANAGEMENT AND BUDGET.

CONSIDERATIONS:

School board members, administrators, curriculum council members, and any other persons responsible for reading programs and/or reading related activities, should be involved in decisions concerned with allocation of funds, staffing needs (and roles), planning for instructional procedures (methods and materials) and testing and reporting procedures.

If a district has a State trained Right to Read Coordinator, that person will, in conjunction with the district reading supervisor, be given the time, the responsibility and administrative support to coordinate those activities designed to develop and maintain a comprehensive district-wide reading program. However, if a district reading supervisor is not employed, then the above stated duties should fall to the district Right to Read Coordinator. In addition, if funds are available, consideration should be given to employing a reading specialist in each school to assist in carrying out these programs.

Any reading component of special or compensatory programs for bilingual education, the educationally deprived; library/media services, career education, exceptional children and adult education, should be coordinated closely with the reading curriculum. This will help insure development and maintenance of these components as they become part of a total district comprehensive reading program.

CRITERIA:	Yes	No
1. Does the school board and Superintendent recognize reading as a district priority by providing support for reading programs via:		
a. decision making concerning the hiring of reading personnel	☐	☐
b. decision making concerning allocation of funds for year round inservice programs in reading	☐	☐
c. decision making concerning the integration of reading into all curriculum areas	☐	☐
d. decision making concerning procedures for assessing pupil achievement in reading	☐	☐

	Yes	No
e. decision making concerning the establishment of a record keeping system which provides information to teachers, parents, and students	☐	☐
f. assignment of Curriculum Council responsibilities for reading	☐	☐
g. decision making concerning summer programs in reading for students	☐	☐
2. Does the Curriculum Council provide support for reading programs via:		
a. decisions regarding materials for instruction in reading	☐	☐
b. decisions regarding allocation of time for classroom instruction in reading	☐	☐
c. support for inservice education in reading	☐	☐
d. support for model programs in reading	☐	☐
e. support for field testing materials for instruction	☐	☐
f. support of summer programs for ongoing instruction in reading	☐	☐
3. Does the Principal (or assistant/vice-principal) support reading programs by:		
a. providing for diagnostic prescriptive services	☐	☐
b. providing tutoring and other support services for reading	☐	☐
c. providing guidance for selection of reading materials	☐	☐
d. reading to or with students	☐	☐
e. providing for inservice for program implementation	☐	☐
f. providing released time and pay for visitations by teachers to observe programs and techniques in other schools	☐	☐

	Yes	No
g. providing time for additional instruction in reading when necessary	☐	☐
4. Does the district have a certified Reading Coordinator (Supervisor/Consultant/Director) who is responsible for:		
a. development of district philosophy and objectives for reading	☐	☐
b. development of a reading curriculum guide	☐	☐
c. coordination of reading services throughout the district	☐	☐
d. systematic and periodic supervision of reading specialists and teachers who teach reading	☐	☐
e. evaluation of Reading programs	☐	☐
f. inservice training for staff	☐	☐
g. preparation of the reading budget	☐	☐
5. Does the district have a Reading Specialist in each school who provides support for reading programs via:		
a. individual diagnosis and prescription for students needing supplemental services	☐	☐
b. working directly with classroom teachers in:		
1) planning reading inservice programs	☐	☐
2) assisting with instruction	☐	☐
3) demonstrating specific teaching techniques	☐	☐
c. teaching small groups of pupils with special reading needs	☐	☐
d. assisting the principal with:		
1) grouping procedures	☐	☐
2) scheduling	☐	☐
3) ordering materials	☐	☐

	Yes	No
4) establishing an environment for learning	☐	☐

6. Are special programs coordinated closely with classroom and reading instruction:

	Yes	No
a. Bilingual Programs	☐	☐
b. Programs for the Educationally Deprived	☐	☐
c. Library/media Services	☐	☐
d. Career Education	☐	☐
e. Programs for Exceptional Children	☐	☐
f. Other ____________________	☐	☐

7. Is there a mutual sharing of information between the regular school reading program and the Adult Basic Education program in reading concerning:

   - ☐ A. the identification of persons needing assistance in reading
   - ☐ B. inservice programs for reading instruction
   - ☐ C. information about reading materials and techniques

APPENDIX II

ACKNOWLEDGEMENTS OF COMMITTEE PARTICIPANTS

ACKNOWLEDGEMENTS

The following is a list of teachers and administrators who initially reacted to and completed the criteria checklist that accompanies the Standards of Excellence for Reading in Delaware. However, a simple listing is not nearly sufficient, for without this group the total effort would have failed. Each building committee worked diligently and conscientiously toward the anticipation of a more comprehensive district reading program. The Department of Public Instruction extends its sincere appreciation.

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Sylvia Creekman

Smyrna District Right to Read Coordinator

Deloris I. Loy (Ms. Loy attended all of the building committee meetings in addition to also serving on the District Reading Standards Task Force and the Smyrna Elementary School Building Committee).

Smyrna District Reading Standards Task Force

This group is composed of one teacher from each building and the District Right to Read Coordinator. The Task Force met for a total of four (4) days with the Department of Public Instruction Reading Team. They determined and prioritized reading needs and assisted with the design of the Plan for Corrective Action.

A very special acknowledgement of appreciation is bestowed upon the following members of the Task Force.

JoAnne Hudson
Darla Downer
Ervin Glover
Sheila Holleger
Marjorie Chappel
Deloris Loy

SPW/ed
4/13/76

APPENDIX III

RECORD OF EVENTS THAT TOOK PLACE DURING BUILDING COMMITTEE MEETINGS

August 25, 1975 - December 8, 1975

Record of Events
During Week of August 25, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
Department of Public Instruction reading team, representatives from PRE, local Right to Read Coordinator to meet with Chief School Officers and building principals to explain purpose of document and plan for its dissemination.	Weissman Rd.Tm. Rutter Rd.Tm. McCormick Rd.Tm. Freed PRE Bigelow PRE Williams CSO Loy R2Rcood. Granan Ele. Prin. Schwarz Ele. Prin. Hartman Ele. Prin. Crouch Middle School Prin. Eby High School Prin. (Rep.)	Staff acceptance of standards might not be 100%.	Explanation that standards deal with good management of reading programs over a period of time; not teaching methodology.	Clear orientation of teaching staff regarding purpose of standards.
		LEA R^2R coordinator expressed concern about her specific responsibilities.	Coordination of all activities and liaison between buildings and between LEA and SEA	Periodic meetings between building principals and R2R coordinator. Monitor being present.
		Formation of building committees. Who should be involved? How many?	Grade level representative at elementary level. Perhaps Dept. Heads at Middle School and High School levels.	More discussion needed with secondary principals and their staffs.

Record of Events
During Week of August 25, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
(continued)	(continued)	Dissemination of document prior to future meetings to allow for better preparation.	Procedures for dissemination of materials prior to meetings was agreed to by all those in attendance.	There will be dissemination of materials to all committee members prior to future meetings in time to prepare themselves for active participation.
		Best time for committee meetings	After school	Meetings to be scheduled by building principals.
		Remuneration for teachers involved in after school committee meetings.	Refer to p. 83 in Handbook of Personnel Administration for Delaware School Districts re: hourly wage at $5.55 per hour, or contractual hourly wage up to $9.25 per hour.	Determine degree of teacher involvement and reach conclusion regarding hourly wage.
		Is there a way to reach a common interpretation of items and/or terms on the criteria checklist?	Keep Department of Public Instruction Reading Team advised of all items and terms that need additional interpretation.	Full consideration will be given to any revisions that will increase clarity.

Record of Events
During Week of September 1, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
Orientation of elementary and middle school staffs to the Standards of Excellence and to the purpose for field testing (separate sessions)	Department of Public Instruction Reading Team, LEA Right to Read Coordinator. Elementary School Principals and staffs - (K-5) Middle School Principals and staffs - (6-8)	How does the recently developed LEA curriculum guide for reading at the elementary level relate to the standards?	Staff members are to realize that the curriculum guide fulfills only one requirement on the criteria checklist.	Monitor the use of the curriculum guide and the accompanying record keeping checklist.
		What opportunities will teachers have for input?	Participate on building committees and contribute objective data to help complete the criteria checklist.	Teachers are to express their opinions about the criteria checklist and the procedures for completing it to building principals and/or the LEA Right to Read Coordinator.
			Teachers are to be kept informed by principals and Local Right to Read coordinator regarding progress of field test procedures.	Discussions at staff meetings. Sharing of written reports Newsletter items.
		Large group meetings elicit limited response.	Try small group approach after teachers have had more time to study the standards and the criteria checklist.	Seek more teacher input individually or in small groups. Caution! Don't allow this to become strictly an administrative task.

Record of Events
During Week of September 1, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
(continued)	(continued)	Local Right to Read Coordination too dependent on Department of Public Instruction Reading Team.	Delegate more responsibility to Local Right to Read Coordinator.	Observe leadership skills of Local Right to Read Coordinator. Perhaps more training will be necessary.
		What meaning do standards have for middle school teachers who are responsible for teaching in the content areas?	Content areas teachers may become more knowledgeable about the relationship of reading to their specific areas as they have input toward the completion of the criteria checklist.	Work toward developing an awareness among middle school teachers regarding readability of materials and the instruction level of students.

Record of Events
During Week of September 8, 1975
Monitor William J. McCormick

FIELD TESTING PROCEDURES
FOR
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
Visits with individual building principals to verify procedures for establishing committees to gather data necessary to complete the criteria checklist	Weissman - Rd. Tm. McCormick - Rd. Tm. Loy - R^2R Coord. Granan - Elem. Prin. Wagner - High School Principal	All building principals should meet together with the local Right to Read Coordinator and a member of the DPI Reading Team to ensure a unified effort toward the completion of the criteria checklist and to agree upon such things as staff involvement, deadlines, priorities, etc.	A meeting was scheduled for September 24 at the West Smyrna Elementary School at 2:30 p.m. All building principals, the local Right to Read Coordinator and Mr. McCormick will attend.	The September 24 meeting will be monitored. All recommendations will be recorded and given full consideration by the Reading Team. Technical assistance will be provided when necessary.
		The high school principal asked if the time required to complete the criteria checklist would aid or interfere with his school's participation in a Middle States Evaluation scheduled for this year.	Data gathered to complete the criteria checklist will also be used in self-analysis phase of the Middle States Evaluation.	Technical assistance to be provided high school staff in using gathered data for both criteria checklist and Middle States Evaluation to avoid needlsess duplication of effort.

WJG/va
9/12/75

Record of Events
During Week of September 15, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
	No monitoring visits were made during this week because of the heavy scheduling of other activities in the Smyrna School District. The next visit is scheduled for September 24, 1975.			

Record of Events
During Week of September 22, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
leeting with building rincipals to begin ompleting items on he criteria checklist, lus deciding what ersons in each building are needed to erve on data gathering committees.	Schwar~~t~~z - Elem. Princ. Granan - Elem. Princ. Hartman - Elem. Princ. Crouch - Middle School Principal Wagner - High School Principal Loy - Right to Read Coordinator McCormick - DPI Reading Team Monitor	More copies of Standards and Criteria Checklist needed for committee members.	Additional copies will be sent to each building by DPI Reading Team	Building principals will distribute copies of checklist to all persons involved in gathering data
		- - - - -	- - - - -	- - - - - - -
		The recently developed reading curriculum, "Pathways to Reading" was developed only for grades 1-5. There is no existing written curriculum for reading for the middle school. Therefore, the middle school principal is not sure how he should respond to items on the checklist.	Local Right to Read Coordinator has agreed to meet with Middle School Principal and reading teachers to determine what is being taught in grades 6-8.	DPI Reading Team needs to investigate middle school situation and render technical assistance to those responsible for completing the checklist.
		- - - - -	- - - - -	- - - - - - -
		High school principal indicated that procedures for completing checklist are different at the high school level since teachers of reading work in a reading center arrangement.	Teachers working in the high school reading center will be responsible for completing the checklist.	It is not necessary that building principals from the various levels use the same procedures for completing the checklist since organization, staffing, and approaches differ. It is suggested that the DPI Reading Team meet with the high school reading center staff to check interpretation of checklist items.

Record of Events
During Week of September 22, 1975
Monitor: William J. McCormick
(Continued) -2

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
		(Continued)	(Continued)	(Continued)
				- - - - -
		Elementary principals need clarification of terms Multi-Text Individualized Reading Programs P. 12, #9, trade books P. 14, #13 i, basis for grouping and percent of time, P. 16, #18 and #19.	DPI Reading Team will be called to assist.	A member of the DPI Reading Team, other than the monitor, will meet with elementary principals on October 2, 1975.

Record of Events
During Week of September 29, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
Completing criteria checklist with elementary principals.	Schwarz - Elem. Prin. Granan - Elem. Prin. Hartman - Elem. Prin. Weissman - DPI Rd. Tm. McCormick - DPI Rd. Tm.	Must percentages of time regarding the grouping of pupils for reading instruction add up to 100%?	DPI Reading Team to review section on grouping and clarify interpretation of percentages.	Page 16 #18 will be changed so that percentage of time for grouping is clear. It should total 100%.
		A member of the DPI Reading Team, other than the monitor should be present at all meetings.	DPI Reading Team members have scheduled themselves to attend future meetings.	Technical assistance will become more intense.
		How can the district's recently developed reading skills checklist be used?	It was recommended that the checklist be used as soon as possible to determine skill deficiencies for grouping purposes.	Principals will ask elementary teachers to begin using the checklist. It was also suggested by the DPI Reading Team that items relative to children's attitudes about reading be added to the district's checklist.
		How does one interpret multi-age grouping? Page 16 #19.	This term was meant to relate to crossing grade levels when grouping for reading.	The term multi-age will be changed to crossing grade levels.

Record of Events
During Week of September 29, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED (continued)	ACTION TAKEN (continued)	FOLLOW-UP (continued)
		The local Right to Read Coordinator does not wish to be released from her teaching assignment to attend meetings scheduled during school hours.	Future meetings involving the local Right to Read Coordinator will, for the most part, be scheduled after school hours. -3:00 P.M.	A meeting will be held with the district superintendent to discuss the role of the local Right to Read Coordinator as a district reading resource person.
		Although elementary principals will chair building committees that will also complete the Standards of Excellence criteria checklist, they should avoid influencing teacher response.	Elementary principals will not reveal their individual responses to building committees prior to their completing the criteria checklist.	Differences between principals' responses and teachers' responses on the criteria checklist will be helpful in determining needs and will also provide valuable field testing information.
		Stipends for teachers meeting after school.	Teachers, including the Right to Read Coordinator, will be paid $5.55 per hour for after school meetings during the field test.	Record of money spent to complete the application of the Standards is valuable field test information and must be included in the final report.

Record of Events
During Week of September 29, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED (continued)	ACTION TAKEN (continued)	FOLLOW-UP (continued)
		When reading certain items on the criteria checklist, the stem of the item is seldom referred to as each sub-item is read.	Better directions on how to use the criteria checklist will be given by either the DPI Reading Team, or the local Right to Read Coordinator.	The DPI Reading Team should consider developing specific directions for completing the criteria checklist for any individuals who would be attempting to complete it on their own.
		The function of a local curriculum council as a decision-making body was questioned.	In Smyrna, the curriculum council is not a decision-making body, therefore, the items on page 29 of the criteria checklist must be answered with this in mind.	Functions of curriculum councils within individual school districts needs to be identified before the criteria checklist relative to Standard #5 is completed.

WJM:pl
10/8/75

Record of Events
During Week of October 6, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
D.P.I. Reading team met with District Superintendent to discuss progress of field test.	Williams - Superintendent Weissman DPI Rdg. Tm. Houseman DPI Rdg. Tm. Rutter DPI Rdg. Tm. McCormick DPI Rdg. Tm.	The addition of a procedure regarding validation and documentation of criteria checklist responses.	DPI Reading Team will add a procedure for validation and documentation to take place following the completion of the criteria checklist.	On-site visitations, rap sessio and interviews will be conducte by the DPI Reading Team to validate responses on the criteria checklist.
		More administrative support.	Superintendent agreed to visit each school and reinforce the importance of the districts involvement.	DPI Reading Team will observe the effects of the superintendent's visits to determine any change in the degree of commitment.
		The role of the local Right to Read Coord. as a leader and catalyst during field testing procedures.	Superintendent agreed to meet with the local Right to Read Coord. to discuss her duties and responsibilities.	The local Right to Read Coord. will need to take a more active part in committee meetings and begin to compile data needed to identify needs. She will also participate in the new validation procedure.

PART --2

Record of Events
During Week of October 6, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
North Smyrna Elem. School Committee, chaired by principal, met to begin responding to items on the criteria checklist.	Hartman - Elem. Prin. Holleger - Gr. 1 Teacher Roth - Gr. 1 Teacher Raczkowski - Gr. 1 Teac. Witham - Gr. 4 Teacher Bradley - Gr. 5 Teacher DPI Reading Team (same as stated)	The best way for a committee to approach the checklist.	Committee decided to discuss item thoroughly before entering a response. Committee requested more time to study the document prior to meetings.	Copies of the checklist will be given to all committee members in the Clayton and West Smyrna Elementary Schools one week in advance of their initial committee meetings.
		Clarification/organization of checklist items as follows: p.4, #5 needs to be broken down into 3 parts. p.6, 3rd column - the term "sharing" not clear. p.7, #8 unfamiliar with terms "catalogued and keyed".	DPI Reading Team agreed to give full consideration to all suggested revisions.	The monitor will review all recommended changes with the DPI Reading Team when the field test has been completed. Necessary changes will be made before final draft of standards and the criteria checklist are submitted to the Administrative Council of the DPI.

PART --3

Record of Events
During Week of October 6, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED ROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
		p.9, #1 Supply attachments to indicate what is being used. p.8, #1 Should the words "as defined" be added? p.9, #9 Include DEAP Test. p.10, #6 Include Self-Made tests. p.11 - Indicate what books are used at each level. p.12,#9 Decide on wording "instead of" or "in addition to". p.12, #10 Needs an example.		

ART --4

During Week of October 6, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

UGGESTED OCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
		The local Right to Read Coordinator was not sure if the Smyrna School Board approved the new 1-5 reading curriculum,"Pathways to Reading".	None at this time.	DPI Reading Team will check with the district superintendent to confirm local school board approval of the new elementary reading curriculum.
		Teachers admitted they did not know the function of the district's curriculum council.	None at this time.	DPI Reading Team will inquire about the function of the district's curriculum council and make recommendations, if necessary, when assisting with the corrective action plan.
		Teachers representing various grade levels respond to checklist items in different ways.	It was agreed that a variance in responses was expected and will help supply significant data when assessing needs.	Any variance that occurs in a response to any item on the criteria checklist will be recorded and studied by the DPI Reading Team to determine its significance.

Record of Events
During Week of October 13, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
Smyrna Elementary School committee, chaired by principal, met to begin responding to items on the criteria checklist.	Schwarz - Elem. Prin. Short - Gr. 1 Teacher Jones - Gr. 2 Teacher Loy - Gr. 3 Teacher and R^2R Coord. Vaugh - Gr. 4 Teacher Glover - Gr. 5 Teacher Weissman - DPI Rd. Tm. Houseman - DPI Rd. Tm. Rutter - DPI Rd. Tm. McCormick - DPI Rd. Tm.	The term district is used frequently throughout the document and does not always apply.	The committee suggested that the word school be substituted for the word district in certain checklist items.	DPI Reading Team will consider the suggested change.
		Perhaps the grade level taught by the person responding to the items on the checklist should be recorded on the first page of the document.	The committee members agreed that teachers at different grade levels might respond differently and therefore recorded their grade levels on the document.	DPI Reading Team will consider a page in the document on which each respondent will supply information regarding their staff assignment in the district.
		Principals and teachers appear to have a misconception of what is meant by independent and instructional reading levels even though they are defined in the document.	The DPI Reading Team asked the committee to re-read the definitions and answer items accordingly. However, there was still some doubt as to the degree of understanding.	Responses to checklist items under standards #2 will be given particular attention during validations by DPI Reading Team. Documentation of independent and instructional reading levels is necessary.

Record of Events
During Week of October 13, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

(PART --2)

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED (Continued)	ACTION TAKEN (Continued)	FOLLOW-UP (Continued)
		Teachers' responses are being influenced by the principal.	Principals have been asked not to share their responses with committee members. However, this is difficult since they chair the committees and are therefore members.	DPI Reading Team will consider ways to make the completion of the criteria checklist more individualized.
		Clarification/ organization of checklist items as follows:	DPI Reading Team agreed to give full consideration to all suggested revisions.	The monitor will review all recommended changes with the DPI Reading Team.
		p.9 - Teachers are not sure what specific tests measure.		
		p.9-10 - Teachers are concerned about lack of tests given.		
		p.11, #8 - Indicate what groups are using a particular publication.		
		p.18, #1 - What constitutes an agreement?		
		p.19, #4 - What is meant by mastery? Are some skills more valuable than others?		

Record of Events
During Week of October 20, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
North Smyrna Elem. School committee, chaired by principal, met for the second time to respond to items on the criteria checklist. (10/20/75).	Hartman - Elem. Prin. Holleger - Gr. 1 Tea. Roth - Gr. 2 Teacher Raczkowski - Gr. 3 Tea. Witham - Gr. 4 Teacher Bradley - Gr. 5 Tea. Weissman - DPI Rdg. Tm. Rutter - DPI Rdg. Tm. McCormick - DPI Rdg. Tm.	Principals and teachers expect the use of the recently developed Elementary Reading Checklist 1-5, to supply them with a wealth of information. Is this checklist a diagnostic instrument? Can it be used in a variety of ways? Do the teachers know how to use it? Is it currently being used?	DPI Reading Team suggested the immediate use of the locally developed checklist in order to determine its effectiveness.	DPI Reading Team will validate the use of the Elementary Reading Checklist 1-5 and make recommendations.
		Is documentation of individual pupil attitudes helpful? How could this be done?	It was suggested that a list of indicators, reflecting pupil attitudes about reading, could be developed and become an addendum to the Elementary Reading Checklist 1-5.	DPI Reading Team will recommend that a section on pupil attitudes about reading be included in the corrective action plan.
		Communication between teachers and the local board of education needs improving.	NONE	DPI Reading Team will discuss this matter with the superintendent.

Record of Events
During Week of October 20, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING (PART --2)

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED (Continued)	ACTION TAKEN (Continued)	FOLLOW-UP (Continued)
		Clarification/ organization of checklist items as follows: p.16, #18 - Clarify basis for grouping. p.17, #20, Also gather information from pupils. p.18, #1 - What constitutes an agreement? p.19, #7 - Define "criterion referenced". p.24, #5 - Add the word "local" to professional organizations. p.24, #2b - Split instructions from guidelines. p.26 - Change district to school. p.29, #3, a-g - The words "providing for" could mean many things. p.30, #6 - Add ESEA Title I.	DPI Reading Team agreed to give full consideration to all suggested revisions.	The monitor will review all recommended changes with the DPI Reading Team.

Record of Events
During Week of October 20, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING (Part --3)

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
Clayton Elem. School committee, chaired by principal, met to begin responding to items on the criteria checklist. (10/23/75)	Granan - Elem. Prin. Hudson - Kdg. Teacher Thomas - Gr. 1 Teacher MacKenzie - Gr. 2 Tea. Liehr - Gr. 3 Teacher Dickerson - Gr. 4 Tea. Baden - Gr. 5 Teacher Watson - L.D. Teacher Loy - R^2R Coord. Weissman - DPI Rdg. Tm. Rutter - DPI Rdg. Tm. Houseman - DPI Rdg. Tm. McCormick - DPI Rdg. Tm	The new reading guide "Pathways to Reading" has not been in existance long enough for teachers to consider it a curriculum framework. Prior to the guide, the district had no reading curriculum per se.	Teachers suggested they be given time to compare current teaching strategies and materials to the goals and objectives of "Pathways to Reading".	Right to Read coordinator should plan continuous assessment of the new reading guide.
		The three kindergartens all use different materials.	Kindergarten materials will be catalogued and keyed to district objectives.	Coordination of the kindergarten program should be part of the corrective action plan.
		The kindergarten program is not part of the elementary reading guide, "Pathways to Reading".	Teachers suggested that the reading guides should be a K-5 guide and perhaps eventually a K-12 guide.	Future editions of any reading curriculum guide in the Smyrna School District will include the kindergarten.

Record of Events
During Week of October 20, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

(Part --4)

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED (Continued)	ACTION TAKEN (Continued)	FOLLOW-UP (Continued)
		Clarification/ organization of checklist items as follows: p.7, #8 - Teachers did not know what was meant by this question. p.9, #4 - The word "intelligence" is misleading. Does it mean IQ? Define "mental capacity to learn". p.9, #5 - Should it be pupils' instead of pupils? p.11, #7 - What criteria does the librarian use to determine levels? p.12, #9 - Make sure language experiences means the approach and not just a supplementary activity.	DPI Reading Team agreed to give full consideration to all suggested revisions.	The monitor will review all recommended changes with the DPI Reading Team.

Record of Events
During Week of October 27, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
Smyrna Elem. School committee, chaired by principal, met for the second time to respond to items on the criteria checklist.	Schwarz - Elem. Prin. Short - Gr. 1 Teacher Jones - Gr. 2 Teacher Loy - Gr. 3 Teacher and R^2R Coord. Vaughn - Gr. 4 Teacher Glover - Gr. 5 Teacher Weissman - DPI Rd. Tm. Houseman - DPI Rd. Tm. Rutter - DPI Rd. Tm. McCormick - DPI Rd. Tm.	The recently developed skills checklist for elementary teachers in Smyrna is not consistently being used for on-going pupil assessment. It's only thought of as an end of the year record.	None at this time.	DPI Reading Team should sugges ways in which the skills checklist may be more effectively used.
		A written record of a student's attitudes about reading is needed.	Teachers indicated that some kind of checklist should be developed for parent conference.	DPI Reading Team will suggest that a checklist for pupils' attitudes be developed.
		What criteria is used to determine a letter grade for reading when this grade is placed on a report card to parents?	The principal mentioned that the report card was currently under review and a new grading system would be forthcoming in the Spring.	The corrective action plan should include criteria for determining a student's grade in reading for report card purposes.
		Clarification/organization of checklist items as follows: p.22,#14 - Split the question into two parts.	DPI Reading Team agreed to give full consideration to all suggested revisions.	The monitor will review all recommended changes with the DPI Reading Team.

Record of Events
During Week of October 27, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED (Continued)	ACTION TAKEN	FOLLOW-UP
		p.24,#1-b - The independent reading level is based on the librarian's judgement and not on the definition under Standard #2.		
		p.27,#13-17 - Change "participate" to "conduct".		
		p.27,#14 - How does the librarian determine the readability of the library materials?		
		p.28,#1 - Split the question into two parts. One part dealing with the Superintendent and the other part dealing with the school board.		

Record of Events
During Week of November 3, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
Clayton Elem. School committee, chaired by principal, met for second time to respond to items on the criteria checklist.	Granan - Elem. Prin. Hudson - Kdg. Teacher Thomas - Gr. 1 Teacher Mackinsie - Gr. 2 Tea. Liehr - Gr. 3 Teacher Dickinson - Gr. 4 Tea. Baden - Gr. 5 Teacher Watson L.D. Teacher Loy - R^{2}R Coordinator Weissman - DPI Rd. Tm. Rutter - DPI Rd. Tm. McCormick - DPI Rd. Tm.	Teachers requested that the DPI Reading Team review all individual checklists, because many of them were writing comments in the margin.	The Reading Team assured the teachers that all raw data would be carefully reviewed and all comments considered.	Each individual checklist will be reviewed, in addition to the compiled data, by the DPI Reading Team.
		Teachers requested that an inservice program be designed to explain the intended uses of the district's reading skills checklist.	The committee discussed the difference between an on-going assessment and an end-of-the year record that would be placed in each child's cumulative record folder. It was the concensus of the group that the checklist is of more value if used as part of an on-going assessment.	Recommendations will be made in the corrective action plan relative to the ways teachers are to be trained to deal with on-going assessment and record keeping.
		It is becoming more and more evident that strong leadership in the area of Reading is a primary need in the Smyrna School District.	None yet, but the matter of leadership in reading will be discussed with the district superintendent.	The DPI Reading Team will recommend that the Smyrna School District hire a full time reading person to insure the implementation of the corrective action plan.

Record of Events
During Week of November 3, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

(Part--2)

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED (Continued)	ACTION TAKEN (Continued)	FOLLOW-UP (Continued)
		Clayton teachers were not aware that Mrs. Loy was the district's Right to Read coordinator.	The principal acknowledged Mrs. Loy as such.	The DPI Reading Team will continue to discuss the role of a Right to Read coordinator and how it relates to the work involved in using the Standards of Excellence.
		Clarification/organization of checklist items as follows:	DPI Reading Team agreed to give full consideration to all suggested revisions.	The monitor will review all recommended changes with the DPI Reading Team.
		p.18, #1 - What constitutes an agreement?		
		p.19, #7 - Interpretation of criterion referenced.		
		p.25, #6b- LEA should be spelled out in full.		
		p.25, #7 - Consultant is not to be confused with salesperson.		

Record of Events
During Week of November 10, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
Smyrna Middle School committee, chaired by the principal, met for the first time to respond to items on the criteria checklist.	Crouch - Principal Loy - R^{2}R Coordinator Hall - Rd. Teacher Chappel - Rd. Teacher Jacobs - Eng. Teacher Swift - Eng. Teacher Ramsey - Eng. Teacher Weissman - DPI Rd. Tm. Rutter - DPI Rd. Tm. McCormick - DPI Rd. Tm.	The committee answered "no" to all eight checklist items under standard #1, because there is no middle school reading curriculum at this time.	The principal is currently seeking funds to develop a 6-8 reading curriculum which will be a continuation of the elementary curriculum "Pathways to Reading."	DPI Reading Team will support the development of the middle school curriculum by including it in the corrective action plan and by rendering technical assistance.
		Workshops are needed to train teachers on how to organize students for reading instruction and on how to select the appropriate materials for various groups.	Committee agreed that workshops for training teachers on grouping pupils for reading instruction was a critical need.	DPI Reading Team will recommend that the corrective action plan include an inservice component dealing with grouping pupils for instruction in reading.
		The amount of reading taught in the content areas depends upon the individual teacher.	The committee decided that more information was needed relative to the teaching of reading in the content areas.	A survey should be taken by the principal and Right to Read coordinator to determine the degree to which reading is being taught in the content areas.
		Does cursive writing or printing have anything to do with pupils' reading problems at the middle school level?	This concern was discussed and it was decided more research is needed.	A policy is needed regarding the use of cursive writing or printing and how it relates to learning how to read.

Record of Events
During Week of November 10, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING (Part--2)

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED (Continued)	ACTION TAKEN (Continued)	FOLLOW-UP (Continued)
		Remove percentages from items dealing with use of materials and time spent because they produce varied interpretations.	Percentage figures were crossed out of items on the checklist.	DPI Reading Team will revise checklist items that use percentage figures.
		Clarification is needed on individualized reading programs.	Different perceptions of what was meant by individualization were discussed.	DPI Reading Team will be more specific when using the term individualized.
		Clarification/ organization of checklist items as follows: p.10,#6 - Diagnostic tests or instruments could be teacher made. p.11,#7 - Eliminate "Syntactic Complexity Formula." p.12,#10 - Continuity of instruction should include middle school and high school. p.14,#16 - Add the word "appropriate." p.16,#19 - Clarify what is meant by grouping within classes and grades.	DPI Reading Team agreed to give full consideration to all suggested revisions.	The monitor will review all recommended changes with the DPI Reading Team.

Record of Events
During Week of November 17, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
Smyrna Middle School committee, chaired by the principal, met for the second time to complete the items on the criteria checklist.	Loy R^2R Coordinator Hall - Rd. Teacher Chappel - Rd. Teacher Jacobs - Eng. Teacher Swift - Eng. Teacher Ramsey - Eng. Teacher Weissman - DPI Rd. Tm. Rutter - DPI Rd. Tm. McCormick - DPI Rd. Tm.	There is no policy or agreement within the middle school on what constitutes mastery of a skill.	The committee cited that a policy regarding skill mastery was a definite need.	Skill mastery will be listed among the priority needs.
		There is no written record of student's attitude toward reading.	The committee suggested that a checklist or attitude scale be developed as part of the new curriculum.	Keeping record of student's attitudes about reading will be listed as a need and will be incorporated into the corrective action plan.
		There is no specific grade for reading at the middle school level. It is incorporated into a language arts grade.	The report card revision committee is now considering a grade for reading.	The DPI Reading Team willrecommen that a student's progress in reading become an important part of any reporting system to parents.
		Support services are very limited.	The committee suggested that a resource file become a P.T.O. project.	The R^2R coordinator should work with the P.T.O.'s to build a resource file that all teachers in the district could use.

Record of Events
During Week of November 17, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING (PART--2)

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED (continued)	ACTION TAKEN (continued)	FOLLOW-UP (continued)
		The school board needs to be better informed about the strengths and weaknesses of the reading program. The curriculum council does not function as a group that keeps the board informed about curriculum matters.	The committee recommended that teachers, through the curriculum council, keep the school board informed of needs, new ideas, etc. in reading and all curriculum areas.	The DPI Reading Team will discuss the function of the district's curriculum council with the superintendent. Communications between staff members and the local board of education will also be discussed.
		Clarification/organization of checklist items as follows:		
		p.30 #5 - change to "certified reading specialist".	DPI Reading Team agreed to give full consideration to all suggested revisions.	The monitor will review all recommended changes with the DPI Reading Team.

Record of Events
During Week of December 1, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
Smyrna High School committee, plus the assistant principal, met for the first time to respond to items on the criteria checklist.	Creekman - Rd. Teacher Ward - Aide Harrington - Rd. Teacher Keen - Aide Downer - Rd. Teacher Pratt - Assistant Prin. Weissman - DPI Rd. Tm. McCormick - DPI Rd. Tm.	There is no district reading philosophy upon which goals and objectives are based. The high school reading center has a philosophy, goals and objectives but they need revision.	The committee suggested a district philosophy with goals and objectives be developed before they revise their own. This would allow them to be in concert with the district.	The DPI Reading Team will recommend the development of a reading philosophy with goals and objectives as a top priority.
		The reading levels of all students is not known by all teachers.	The committee suggested that more testing be done so that reading levels may be determined.	The DPI Reading Team will recommend tests or informal reading inventories that teachers can use to determine reading levels.
		There is a definite need for a coordinated K-12 testing program and record keeping system. Teacher recommendations are not enough. The guidance department has no budget for testing.	The committee strongly recommended that the district adopt a K-12 testing and record keeping system for reading.	The DPI Reading Team will include a testing and record keeping system when considering needs.

Record of Events
During Week of December 1, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING (Part--2)

SUGGESTED ROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED (Continued)	ACTION TAKEN (Continued)	FOLLOW-UP (Continued)
		225 of the 940 in the high school are in a remedial reading program (3 years or more below grade level).	The committee indicated that there are many other pupils with reading problems who need to be identified and suggested more diagnosis be done.	The DPI Reading Team sees the absence of diagnosis a real problem beginning at the elementary level and carried right through to the high school. A qualified person to do such diagnosis is a priority need and will be recommended.
		Clarification/organization of checklist items as follows: p.14,#16 - The educational program as it exists or philisophically? p.17,#25 - The word "available" is misleading.	DPI Reading Team agreed to give full consideration to all suggested revisions.	The monitor will review all recommended changes with the DPI Reading Team.

Record of Events
During Week of December 8, 1975
Monitor: William J. McCormick

FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED	ACTION TAKEN	FOLLOW-UP
Smyrna High School committee, plus the assistant principal, met to complete the items on the criteria checklist.	Creekman - Rd. Teacher Harrington- Rd. Teac. Downer - Rd. Teac. Pratt - Ass't Principal Weissman - DPI Rd. Tm. Rutter - DPI Rd. Tm. McCormick - DPI Rd. Tm.	Most questions on the checklist have to be a qualified "yes" if they pertain to the reading center, "no" if they pertain to the high school in general.	Qualifying comments were included in the margins of the checklist.	Consideration will be given to all comments and qualified responses.
All school committees have now completed the criteria checklist and the data is ready to be compiled by the Right to Read Coordinator with assistance from the DPI Reading Team.	Note Meetings with high school personnel were held during school hours, therefore teachers will not be financially reimbursed.	Criteria for mastery of a skill and criteria for obtaining a passing grade in an academic subject are not necessarily the same.	The group agreed that in the area of reading an agreement is needed as to what constitutes mastery of a skill.	The corrective action plan should be very specific about what constitutes skill mastery. It should not be interpreted as the 70% achievement level needed to obtain a passing grade in an academic subject.
		Most teachers at the high school level do not consider themselves as contributors to a remedy for solving reading problems. They see problems in reading as problems to be solved solely by the reading center.	The attitude of high school teachers as it relates to the teaching of reading was discussed. No immediate action was taken, but it was suggested that future inservice be designed to train high school teachers how to contribute to the solution of reading problems.	Inservice training for teachers in the content areas should be considered as a priority need.

Record of Events
During Week of December 8, 1975
Monitor: William J. McCormick

# FIELD TESTING PROCEDURES
for
APPLYING STANDARDS OF EXCELLENCE IN READING (Part--2)

SUGGESTED PROCEDURES	PERSONS INVOLVED	CONCERNS EXPRESSED (Continued)	ACTION TAKEN (Continued)	FOLLOW-UP (Continued)
		Since the high school reading center is only in its second year and is still pretty much self-contained, the most effective use of support services has not yet been realized.	The reading center team agreed to make better use of support services in the future.	There needs to be a stronger awareness of how support services may help a district's reading program become more comprehensive. This concept should be included in the corrective action plan.
		Needs and problems relative to the Smyrna districts are most often identified by personnel new to the district, or by personnel who live in other communities.	The group decided a thorough needs assessment was long overdue and should inspire all teachers to do a self evaluation.	The value of coordinating a needs assessment should be made known to the local board of education. This item will be discussed with the district superintendent.

APPENDIX IV

A LIST OF FINDINGS

THE CURRENT STATE OF READING PROGRAMS
IN THE SMYRNA SCHOOL DISTRICT:

A LIST OF FINDINGS

Prepared by: The Smyrna School District's
Reading Committee and
The Delaware Department of
Public Instruction
Reading Team

January, 1976

STANDARD I

FINDINGS

1. The three elementary schools have a written philosophy upon which their goals and objectives for reading are based.
2. There is no written philosophy for reading in the middle school or the high school.
3. There are no written goals and objectives for reading in the middle school or the high school (except for the reading center).
4. The three elementary schools report having a reading curriculum.
5. There is no reading curriculum at the middle school.
6. There is no reading curriculum at the high school except in the reading center which serves 24% of the pupil population.
7. The district does not provide for instructional activities in reading for bilingual students at any grade level.
8. LEA personnel say they provide for instructional activities in both the content and language arts areas at all levels. (Confirmation needed.)
9. LEA personnel at 2 elementary schools do not agree that the reading curriculum objectives provide for sequential skill development at the kindergarten level. (Confirmation needed.)
10. LEA personnel at all three elementary schools agree that the reading curriculum objectives provide for sequential skill development for grades one through five.
11. Since there are no goals and objectives for reading at the middle school or high school (with the exception of the reading center) there are no provisions for the sequential development of skills.

12. A difference of opinion exists among LEA personnel in all 3 elementary schools regarding those persons who participated in the preparation of the reading curriculum.

13. Instructional materials for reading have not been keyed to objectives in the elementary schools.

14. Teachers report that the high school reading center has goals and objectives for reading but that they feel these goals and objectives need revision.

STANDARD II

FINDINGS

1. There is an uncertainty among staff members as to whether or not the independent reading level of each student is determined.
2. Various means to determine the instructional level appear to be in conflict.
3. A clarification is needed as to the source of the Informal Reading Inventory, which teacher-made tests are given, which test by Botel and what kind of teacher observation now used to determine the independent reading level.
4. Although a number of tests are given to determine the independent reading level, they are different from grade to grade and from school to school.
5. Not all tests which teachers report they use for determining a child's mental capacity or intelligence are, in fact, designed for that purpose. (The Metropolitan, DEAP, Stanford Diagnostic)
6. Intelligence tests are given only to pupils in special education classes or to individual pupils on referral to the psychologist.
7. Although a number of reading diagnostic tests are being used, they differ from grade to grade and from school to school.
8. Not all tests being given are diagnostic. (Metropolitan, Gates McGinitie, DEAP)
9. In most cases, only publisher designation and librarian recommendation are used to determine the level of difficulty of reading materials.
10. There are several basal reader series being used in grades K-8. (Scott-Foresman, Ginn, Holt and Harcourt Brace - Confirmation needed for publication dates)

11. A variety of approaches are used to teach reading in the elementary school. These appear to be determined by materials purchased.
12. District reading objectives have not been implemented district-wide.
13. Materials used for reading instruction at the middle school seem to be in short supply.
14. Materials at the high school level in the reading center appear to be in good supply.
15. The composite answer, presumably taken from all the individual teacher reports, reflects that in the middle school, the language experience approach is being used. Individual teacher reports, however, do not reflect this.
16. The reading center at the high school does not have topical materials, dictionaries, texts and manuals from the content areas or trade books.
17. Reading materials are accessible to students at all grade levels for independent reading and information gathering, except at the middle school.
18. There were no state guidelines for the selection of textbooks at the time when the basal series was selected in the district.
19. The middle school and one elementary school (Clayton) report that the supply of materials to implement the reading program is not adequate.
20. Reading skills are not taught in content subjects as part of the prescribed curriculum in either the middle or the high school.
21. Teachers in the reading center at the high school group by skill deficiencies and interest.
22. Grouping by skill deficiencies is done in Special Education classes.
23. It is not clear that all teachers are grouping according to reading level or by skill deficiencies within the classroom in the middle school.

24. The major grouping pattern for grades one through three is grouping within the classroom by reading level. There is some departmentalization after grade three in the elementary schools.

25. The grouping pattern is homogeneous by grade and subject matter in the middle school.

26. The majority of teachers at all levels indicate that information is not gathered from parents concerning learner interests except occasionally at parent conferences.

27. Inservice education in reading is not taking place except in Smyrna Elementary School.

28. The agenda of meetings for inservice education in Smyrna is needed for verification.

STANDARD III

FINDINGS

1. Two of three elementary schools and the high school reported that an agreement exists between school administrators and teachers concerning the teaching for mastery.
2. One elementary school and the middle school state that no agreement exists concerning the teaching for mastery.
3. Clarification is needed for the criteria used to determine mastery.
4. Two of three elementary schools do not consider mastery to be determined by a specific percentage of "correct answers."
5. A majority of teachers in all schools reported that there are no established criteria for mastery in relation to the value of the skill or the need to know the skill.
6. Additional explanation is required for the method of student self-evaluation.
7. Information about skills mastered by a student, or those yet to be mastered, is not always shared with students by teachers.
8. Teachers at all grade levels report that an Informal Reading Inventory is used to determine mastery of skills. However, they also say that the same instrument is used to determine both the independent and instructional reading levels. (Confirmation needed.)
9. The new reading checklist is considered to be a record-keeping system at the elementary school level.
10. The middle school reports no reading record-keeping system.
11. Student attitudes toward reading are shared with parents on an informal basis only. This occurs in the absence of an official reporting or record-keeping system.

12. The high school committee suspect that there are many pupils who have reading problems and who are not being served.

13. All reporting from the high school pertains to the reading center only.

STANDARD IV

FINDINGS

1. The librarian provides support in all three elementary schools for reading programs via ongoing consultation with elementary teachers regarding difficulty of materials and the independent reading level of students. However, this is not true for the middle school or the high school. (Confirmation needed.)
2. The district psychologist provides support for reading programs by testing students on a referral basis only.
3. The speech and hearing therapist does not provide equal service to all schools in the district.
4. The school nurse provides support for reading programs via administration of vision and hearing tests. However, every nurse does not consult with teachers concerning students' health problems.
5. The local teachers' professional organization typically does not assume a leadership role in the development of philosophy, objectives and curriculum guides in reading.
6. College and university consultants are not used by the district in the area of reading.
7. Services of consultants from publishing companies, whose materials are used in the district, are typically not used by the district.
8. The school district uses the services of the Delaware Reading Center and the State Department of Public Instruction. Services provided by professional organizations or other state agencies are not used.
9. The use of volunteers to provide teachers assistance in reading programs is limited and exists only at the elementary level.

10. During the 1974-75 school year, one elementary school initiated a program to train volunteer reading tutors.
11. The Clayton Elementary School has used National Reading Center materials for training tutors.
12. Most teachers report that librarians do not conduct inservice programs for teachers except at the high school. (Confirmation needed.)
13. Except in the high school, librarians provide teachers with information concerning the readability of books found in the library.
14. The district psychologist does not conduct inservice training for teachers.
15. The district's speech therapist does not conduct inservice training for teachers.
16. School nurses do not conduct inservice training for teachers.

STANDARD V

FINDINGS

1. Teachers in the elementary and middle schools report that they do not know whether or not the school board recognizes reading as a priority.
2. The middle school teachers report that the Superintendent recognizes reading as a priority, but it is unclear whether or not they feel that the school board provides support through the recognition of reading as a priority.
3. There is no Curriculum Council according to the elementary schools.
4. The middle school teachers report that there is a Curriculum Council but that it is not a decision making body.
5. Most elementary teachers report that principals provide support for diagnostic prescriptive services, tutoring and other support services, guidance for selection of reading materials but do not read to or with students. (Confirmation needed.)
6. The teachers in the middle and high school report that the principal does not provide diagnostic prescriptive services, tutoring, guidance and reading to or with students. (Confirmation needed.)
7. Teachers at all grade levels report that the principals support reading programs by providing for inservice, released time and pay for visitations.
8. There is agreement among the teachers in the middle and high school that the principal does not provide time for additional instruction in reading when necessary. However, the reports from the elementary schools indicate that the principal does support reading programs by providing additional time.

9. There is no reading coordinator or Reading Specialist in the district.
10. There is no provision for bilingual education in the district.
11. Although all three elementary schools and the high school reported reading instruction for educationally deprived and exceptional students, it is not clear whether that program is coordinated with reading instruction in the classroom.
12. There is no Adult Education Program in the Smyrna School District.

GENERAL FINDINGS

1. Because a discrepancy exists in many instances between what the principal reported and what the teachers reported, it would appear that each views the instructional program in reading differently.
2. Elementary teachers are uncertain regarding the use of the recently developed reading skills check list.
   a. Is this checklist a diagnostic instrument?
   b. Can it be used in a variety of ways?
   c. Have teachers been instructed in the use of the checklist?
3. Elementary teachers reported that the recently developed skills checklist was designed to be used as an end of the year record and not as an ongoing assessment of pupil achievement.
4. The new reading skills checklist does not include information regarding pupil attitudes toward reading.
5. It is unclear what criteria are used to determine letter grades on student report cards at the elementary school level.
6. Middle school teachers report that:
   a. Workshops are needed to train teachers to organize students for reading instruction.
   b. Workshops are needed to train teachers to select appropriate materials for various groups.
   c. There is no specific grade for reading on the pupil's report card. It is incorporated into the language arts grades.
   d. The local board of education should be better informed about the strengths and weaknesses of the reading programs.
7. Teachers reported that strong leadership for reading is a primary need.
8. The kindergarten curriculum is not presently included in the new developed reading curriculum.

GENERAL FINDINGS - Continued

9. Teachers appear not to understand the role of the district Right to Read (R2R) Coordinator.
10. Clarification is needed on what actually constitutes an "individualized reading program."
11. There appears to be a need for a coordinated K-12 testing program and record-keeping system.
12. The high school committee suspects that there are many pupils who have reading problems and who are not being served.
13. All reporting from the high school pertains to the reading center only.

1/13/76

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APPENDIX V

A LIST OF DEEDS

THE CURRENT STATE OF READING PROGRAMS IN THE SMYRNA SCHOOL DISTRICT:

A LIST OF NEEDS

Prepared by: The Smyrna School District's
Reading Committee and
The Delaware Department of
Public Instruction Reading
Team

January, 1976

NEEDS THAT EMERGED FROM FINDINGS OF STANDARD I

1. A written reading curriculum is needed for both the middle school and the high school.

2. Written philosophy, goals and objectives for reading, based on the curriculum, are needed for the middle school and revised for the high school.

3. There is a need to establish communications between and among all professional staff in all three elementary schools to discuss, clarify and implement the reading curriculum and accompanying checklist.

4. There is a need to establish in-service education for all teachers, at all levels, at the beginning of each school year to clarify, discuss and implement the reading curriculum and accompanying checklist and also for a review of current materials and practices.

5. There is a need for the LEA to investigate available resources for bilingual education and to provide for bilingual education when necessary.

6. There is a need to share the existence of the reading curriculum with parents, along with suggestions to parents for assisting their child.

7. Copies of reading curriculum should be distributed to all professional staff and each member of the local board of education.

8. There is a need to review and coordinate the existing kindergarten program.

9. There is a need to "key" reading instructional activities to the list of reading objectives.

NEEDS THAT EMERGED FROM FINDINGS OF STANDARD II

1. There is need to uniformly determine the independent reading level of all students throughout the district.

2. There is a need to uniformly determine the instructional reading level of all students throughout the district.

3. There is a need for teachers to be taught how to determine the instructional and independent reading levels of all students.

4. There is a need to select a reading diagnostic test, appropriate for various grade levels, which will provide information relative to pupil strengths and weaknesses.

5. There is a need for librarians and teachers to know how to find the reading level of printed materials.

6. There is a need for a professional library for teachers either in each building or in a central location.

7. More than one basal reading series is needed for use in the district.
7a. There is a need in the Clayton Elementary School for more readers and workbooks to meet current needs.

8. There is a need to have more materials for independent reading and information gathering at all levels except at the reading center in the high school.

9. The district reading objectives need to be implemented by all teachers in the three elementary schools.

10. There is a need to have library materials in the same subject areas which are written at different levels.

11. There is a need to use state guidelines when selecting new textbooks in reading.

12. There is a need for more dictionaries, topical materials, and trade books in the middle and high schools.

13. There is a need to give a diagnostic reading test to all fifth grades. On the basis of this test, pupils in the sixth grade should be grouped by skills deficiencies for reading in the middle school.

14. Pupils in the seventh and eighth grade should be grouped for reading instruction according to skill deficiencies.

15. There is a need for reading skills to be taught in the content areas.

16. There is a need for intensive, well planned and ongoing staff development in order to provide teachers who teach reading with the opportunity to upgrade their competencies.

NEEDS THAT EMERGED FROM FINDINGS OF STANDARD II -- Continued

17. There is a need for intensive, well planned and ongoing staff development to help content teachers incorporate appropriate reading skills into their subject areas.

NEEDS THAT EMERGED FROM FINDINGS OF STANDARD III

1. There is a need to define what constitutes mastery of any particular reading skill, or set of skills, at all levels.

2. There is a need to have all district professional personnel agree to what constitutes mastery of reading skills.

3. There is a need to share information by teachers about skills, mastered and those yet to be mastered with students at all levels.

4. There is a need for teachers at all levels to have a common understanding of what an Informal Reading Inventory is and how to use it.

5. There is a need for a record keeping system in the middle school and to continuously assess the record keeping systems at the high school and the elementary schools.

6. There is a need to include items on the district's reading checklist that relate to students' attitudes toward reading.

7. There is a need to expand the services of the high school reading center to meet the needs of all students.

NEEDS THAT EMERGED FROM FINDINGS OF STANDARD IV

1. There is a need for the teacher to supply the librarian with the independent reading level of students so that the appropriate reading materials may be selected for pupil use.

2. There is a need for the psychologist to explain his/her findings to the teacher and give practical suggestions for teacher follow-up activities.

3. There is a need for the speech and hearing therapist to explain his/her findings to the teacher and suggest practical activities that the teacher can use.

4. There is a need for all nurses at the elementary level to explain their findings to the teachers and suggest practical activities that the teacher can use.

5. There is a need for the local teachers' professional organization to assume a leadership role in the development of philosophy, objectives and curriculum guides in reading.

6. There is a need for the district to use college and university consultants.

7. There is a need for the district to use the services of consultants from the publishing companies whose materials are being used.

8. There is a need for the district to use the services of the Delaware Reading Center and the Department of Public Instruction.

9. There is a need for trained volunteers to provide teachers with assistance in reading programs at all levels, when requested.

10. There is a need for support service personnel (librarians, psychologists, nurses, and speech and hearing therapists to conduct inservice training for teachers.

NEEDS THAT EMERGED FROM FINDINGS OF STANDARD V

1. There is a need for the school board to provide support for the reading program by recognizing reading as a priority.

2. There is a need to provide additional instruction in reading when necessary for all students in the district.

3. There is a need for a full time reading coordinator in the district.

4. There is a need for an Adult Education Program in reading.

NEEDS THAT EMERGED FROM GENERAL FINDINGS

1. There is a need to have the principal to become more involved in the reading program.
2. There is a need to establish agreed upon criteria to determine a grade for reading on the student's report card at the first grade level.
3. There is a need to give strong consideration for a separate grade for reading at the middle school.
4. There is a need for the district to clarify the role and the authority of the Right to Read Coordinator.
5. There is a need for teachers to keep a Class Record Sheet for students which is based on the individual pupil checklist. A format for such a record sheet needs to be developed.
6. There is a need for a coordinated K-12 testing program.
7. There is a need for librarians to teach library skills to all students by the end of grade five.
8. There is a need for additional speech and hearing therapists and psychologists.
9. There is a need for the district to provide incentive for teachers to improve their competency to teach reading.

1/19/76
fg

APPENDIX VI

PRIORITIES PLANNING SHEETS

STANDARD I

PRIORITIES PLANNING SHEET

(Smyrna School District)

NEED	RESOURCES NOW AVAILABLE (Time, Money, etc.)	RESOURCES NEEDED	TIME LINE
#3, #4 & #9 (Standard II) Inservice to explain how to implement the components of the new reading curriculum at appropriate levels.	Day before school can be made available. Right to Read Coordinator - Middle school reading curriculum committee. High school reading center staff.	Copies of reading curriculum & checklist. Coordinator at middle school. Coordinator at high school.	Request for day to Chief School Officer, now. Then plan is submitted no later than May 1.
#8 Review and coordinate the district's existing kindergarten program so that a common curriculum will emerge and be articulated with the first grade programs.	Copies of existing report card, curriculum, checklists, ideas for change and improvement.	Use of District Right to Read Coordinator.	Arranged by March 5, 1976.

January, 1976

SPECIAL CONDITIONS	PRIORITY for PLANNING
Time for planning. Intensive planning for day before school inservice. LEA team to be released, paid by Right to Read money.	#1
Room to meet and permission to meet.	#2

STANDARD II

PRIORITIES PLANNING SHEET

(Smyrna School District)

NEED	RESOURCES NOW AVAILABLE (Time, Money, etc.)	RESOURCES NEEDED	TIME LINE
7A ore reading materials for Clayton lementary School.	Textbook allotment for schools.	Inventory of existing materials in building and through LEA.	September, 1976
3 achers to be taught how to determine e instructional and independent ading levels of all students.	Personnel within district.	Copies of an Informal Reading Inventory, CLOZE procedures.	immediate ↓ on-going to be reinforced
& #2 & #4 (Standard III) e instructional and independent ading levels of all students in the strict needs to be determined.	Personnel and tests available at High school and Middle school.		Spring '76 for middle and high school.
	Personnel only are available at Elementary.	Materials for testing at Elementary School including Kindergarten.	Month of September '76 for elementary schools.

January, 1976

SPECIAL CONDITIONS	PRIORITY for PLANNING
Determine pupil needs from ALL available data (DEAP, teacher input, etc.) Teachers to be consulted prior to textbook ordering.	#1
Staff development for all elementary teachers and all English/ Language Arts teachers.	#2
A district policy needed for these to be done at times suggested in timeline plus levels in student folders. Kindergarten requires a placement "tool" for beginning of year pupil placement.	#3

STANDARD II (continued)

PRIORITIES PLANNING SHEET

(Smyrna School District)

NEED	RESOURCES NOW AVAILABLE (Time, Money, etc.)	RESOURCES NEEDED	TIME LINE
04, 013 & 014 Select and administer diagnostic tests appropriate for various grade levels. Data to be used for grouping students in reading at the middle school level.	Personnel	Money to purchase appropriate tests. Assistance needed for appropriate test selection.	Have tests available by September.
016 & 017 plus 09 from General Findings Staff development, either through inservice or course work, that provide teachers who teach reading with the opportunity to upgrade their competencies.	DPI, Right to Read Coordinator Reading Specialist (High School reading center)	Time Space for meeting.	1976-77 school year

January, 1976

SPECIAL CONDITIONS	PRIORITY for PLANNING
Administer Fall of each year. Teacher orientation in dealing with and interpreting findings.	#4
Administrative approval. In-service credit. Incentives for course work.	#5

STANDARD III

PRIORITIES PLANNING SHEET

(Smyrna School District)

NEED	RESOURCES NOW AVAILABLE (Time, Money, etc.)	RESOURCES NEEDED	TIME LINE
#1 & #2 Define and agree to what constitutes mastery of any particular reading skill, or set of skills, at all levels.	Personnel - LEA DPI Skills checklist in elementary school, middle school and reading center of High School.	Time and authorization for a group to determine criteria for mastery. Resource information for teachers to use. Examine Scott, Foresman criteria for mastery in SYSTEMS and perhaps adapt for Smyrna.	School year '76-'77

January, 1976

SPECIAL CONDITIONS	PRIORITY for PLANNING
NONE	#1

STANDARD IV

PRIORITIES PLANNING SHEET

(Smyrna School District)

NEED	RESOURCES NOW AVAILABLE (Time, Money, etc.)	RESOURCES NEEDED	TIME LINE
#2, #3, #4 & #10 Support service personnel (librarians, psychologists, nurses and speech and hearing therapists) to conduct inservice training for teachers and principals.	Nurses, one psychologist and one speech and hearing therapist, librarians.	Full time nurse in each school, one additional psychologist and speech and hearing therapist.	Nurse, effective September, 1976-others by September, 1980.
#9 Trained volunteers to provide teachers with assistance in reading programs at all levels, when requested.	A list of available candidates is being compiled. Materials for training volunteers from former training program at Clayton. High school students. Delaware State College students.	A person to coordinate the volunteer effort. Persons to conduct training. Funds for materials and/or duplication of materials.	To be initiated '76-'77 and be ongoing.

January, 1976

SPECIAL CONDITIONS	PRIORITY for PLANNING
Additional funds.	#1
Authorization by school administrators.	#2
Released time for High School students to serve as tutors.	
Survey teachers to determine their interest in using volunteers.	

STANDARD V

PRIORITIES PLANNING SHEET

(Smyrna School District)

NEED	RESOURCES NOW AVAILABLE (Time, Money, etc.)	RESOURCES NEEDED	TIME LINE
#1 An assurance for teachers that the school board considers reading to be a priority.	Board of Education	Better communications between board and teachers.	Commencing with presentation of written plan for corrective action.
	Total funds available	Parental involvement	
#3 A full time reading coordinator (K-12)		Funds for salary	Beginning of '77-'78 school year

January, 1976

SPECIAL CONDITIONS	PRIORITY for PLANNING
Appropriate allocations	#1
Additional ways in which the Board must indicate that reading is considered to be a priority.	
Interviewed and selected by a special committee. of teachers and administrators.	#2
Definition of role to be specified.	

GENERAL FINDINGS

PRIORITIES PLANNING SHEET

(Smyrna School District)

NEED	RESOURCES NOW AVAILABLE (Time, Money, etc.)	RESOURCES NEEDED	TIME LINE
#1 To have building principals become more involved in the reading program.	School principals DPI	Interest Commitment Time	'76-'77 and ongoing
#7 For librarians to teach library skills to all students prior to entering the middle school.	Librarians and/or Library aides	Time List of skills to be taught. Scheduling	'76-'77 and continued.

January, 1976

SPECIAL CONDITIONS	PRIORITY for PLANNING
By actively participating in all reading in-service activities. Through a better awareness of the reading curriculum and the range of reading levels of pupils. Keeping parents informed about the reading program.	#1
Commitment by the principal and the librarian. Teacher support for concept.	#2

APPENDIX VII

A CORRECTIVE ACTION PLAN

A CORRECTIVE ACTION PLAN
FOR READING PROGRAMS
IN THE SMYRNA SCHOOL DISTRICT

Introduction

In September, 1975, teachers and administrators in the Smyrna School District began a thorough needs assessment of the reading program in all three elementary schools, the middle school and the high school. Using the Standards of Excellence for Reading in Delaware and its accompanying checklist as the instrument, committees in each building met with members of the Department of Public Instruction Reading Team to discuss and record findings relative to the existing state of the reading program. From these findings emerged a list of needs which were carefully analyzed and prioritized and which form the targets toward which this plan of corrective action is directed.

THE PLAN

If reading is to be recognized as a major priority in the Smyrna School District, the local board of education and the administration must demonstrate support by establishing policy and by providing staff, management and budget necessary for the continuing development of a comprehensive reading program. This is the nucleus of the corrective action plan and thus the basis upon which the following recommendations are made.

1. It is recommended that the major share of teacher inservice time during the school years 1976-77 and 1977-78 be devoted to staff development in the area of reading.
2. It is recommended that part of both inservice days prior to the opening of school, September, 1976 include:
    a. Ways for all elementary teachers, K-5, to use the new elementary reading curriculum and its accompanying checklist. The district

Right to Read Coordinator should be given this responsibility. Suggested activities are:

(1) a brief explanation of how the reading curriculum was developed.

(2) an explanation of the relationship between the instructional objectives of the curriculum and the State reading objectives.

(3) an explanation of how this document can begin to provide continuity to the program from grade to grade.

(4) an explanation of how the checklist is to be used as a continuous record-keeping system.

b. Ways for all middle school teachers, grades 6-8, to use the new middle school reading curriculum and its accompanying checklist. The reading teacher in the middle school should be given this responsibility. (See suggested activities above)

c. A presentation of the services provided by the high school reading center to all high school teachers by the reading center staff. Information will also be presented relative to the new curriculum and checklists to be implemented at the elementary and middle school levels.

d. A presentation of the high school teacher's role regarding the teaching of reading in the content areas. The high school reading center staff should have this responsibility.

e. An explanation of the high school reading center's testing program. Members of the high school reading center staff should share this responsibility.

NOTE: Technical assistance to complete items a, b, c, d and e above, is offered by the Department of Public Instruction Reading Team.

3. It is recommended that all teachers who teach reading, at all grade levels, be trained to determine the instructional and independent reading levels of all students. These training sessions should begin early in the school year 1976-77 and be systematically repeated and upgraded throughout the next two school years. The Department of Public Instruction Reading Team is available to provide the training and the technical assistance.
4. It is recommended that building principals attend these training sessions so that continuous leadership and guidance is given to this effort.
5. It is recommended that once teachers are trained to determine these reading levels, this information should be obtained, and recorded, for every student This activity should be completed by January 1, 1977.
6. It is recommended that all support personnel e.g., librarians, psychologists, nurses and speech and hearing therapists, be required to plan and conduct periodic inservice programs for teachers at all levels. These programs should include, but not be limited to, an explanation of the services offered and practical activities and materials that the teachers can try in the classroom to help students. Such inservice programs could be scheduled based upon mutual agreement.
7. It is recommended that a criterion referenced test, to be used for diagnostic purposes, be selected by a district committee. Once selected, the test should be administered by trained staff members once every three years beginning in kindergarten. Staff members should also be trained to interpret and record the results in order that appropriate prescriptive instruction may be offered to students. The selection should be made prior to the opening of school in September, 1977.

1

8. It is recommended that administrators and teachers throughout the district define and agree to what constitutes mastery of any particular reading skill, or set of skills, at all levels so there is consistency when completing the students' checklist. This agreement should be reached before the end of the current school year so that the information can be given to the teachers at the inservice prior to the beginning of school, September, 1976. This then provides for consistent use of the checklist.

9. It is recommended that the district employ a full time (12 months) Reading Coordinator by the opening of school, September, 1977. Duties should include, but not necessarily be limited to, the following:

    Work directly with administrators, teachers, paraprofessionals and parents within the school to implement the district reading program.

    Serve as a resource specialist to classroom teachers through inservice workshops, demonstration lessons and consultation.

    Help to maintain an inventory of reading materials and keep the principal aware of the need for replenishing consumable materials.

    Make recommendations for the purchase of additional materials and changes in the materials being used.

    Assist the classroom teacher in diagnosing the need of individual students.

    Plan and conduct the Right to Read Volunteer Tutor Training Program.

Oversee the administration and analysis of reading tests.

Keep the local board of education apprised of the progress of the reading program.

Be involved in the development of proposals for additional funds in reading.

REQUIREMENTS

Teaching certificate

Minimum of three years of successful teaching with at least two years in the classroom.

Master's degree (or Master's equivalent) from an accredited college.

Applicant must hold Delaware state certificate as a Reading Specialist and agree to achieve certification as a Reading Consultant within two years of employment.

10. It is recommended that kindergarten and first grade teachers continue to work together to provide continuity between kindergarten reading readiness activities and the first grade reading program. Part of this effort has already been initiated through working sessions between the district's kindergarten teachers and the State Supervisor of Early Childhood Education. To insure this continuity, it is further recommended that the following be implemented by September, 1976:

    a. ALL Kindergarten teachers would use the Scott-Foresman Reading Readiness Placement Test.

    b. ALL Kindergarten teachers would use the Scott-Foresman Reading Readiness Books.

c. Continue to refine the kindergarten reading curriculum model suggested by the State Supervisor of Early Childhood Education.

d. As part of working on this curriculum, consideration should be given to matching the Scott-Foresman reading readiness materials, Peabody materials and ALL other material now available to the instructional objectives of that curriculum.

e. Steps be taken to develop a consistent record-keeping system that can be used effectively by ALL kindergarten teachers.

NOTE: Assurance is given that technical assistance will continue to be provided by the State Supervisor of Early Childhood Education.

11. It is recommended that the district Right to Read Coordinator, with assistance from building principals and staff, conduct a district-wide inventory of reading materials and equipment to determine a more appropriate distribution and use. These activities should be completed by the end of the 1976-77 school year with copies of the inventory being distributed to all schools in the district.

12. It is recommended that the district begin developing a cadre of trained volunteers to assist teachers and students in reading and reading related activities. Tutors could be trained through the Right to Read Volunteer Training Program and be coordinated through the district's Right to Read Coordinator with assistance from the Department of Public Instruction Reading Team. Training programs could begin as early as the Fall, 1976.

SPW/ed
4/1/76

APPENDIX VIII

DOCUMENTATION OF APPROVAL OF THE CORRECTIVE ACTION PLAN BY THE SMYRNA BOARD OF EDUCATION AND THE DISTRICT SUPERINTENDENT

Date April 28, 1976 Board of Education Mtg. Smyrna Middle Sch. Lib. Mr. James T. Vau

Kind of meeting Where held Presiding officer

Members present Mr. James T. Vaughn, President
Mr. John W. Dukes, Vice President
Mr. John H. Porter, Member
Mrs. Ann H. Burritt, Member
Mr. Ciprian J. Clemente, Member

Visitors: ~~Members absent~~ Administrators: Wagner, Pratt,
Crouch, W. Powell, J. H. Jones, and L. Kopp

Mr. Charles V. Williams, Secretary Mr. Theodore R. Parsell, Asst. Secretary (Absent)

RIGHT TO READ PRESENTATION

Miss Deloris Loy, Right to Read Coordinator of the Smyrna School District, presented to the members of the Board of Education a corrective action plan for reading programs in the Smyrna School District. In addition to Miss Loy able assistance was furnished by selected members of the State Department of Public Instruction - Instructional Services Branch. Those members included Dr. Stanley P. Weissman, State Supervisor of Reading, Mr. William J. McCormick, State Supervisor of Elementary Education, and Mrs. Judith D. Myers, State Supervisor of Early Childhood Education. Special mention should also be made for the able assistance rendered to the project by Mrs. Florence Rutter, State Reading Specialist, who was unable to attend the Board presentation. The corrective reading program plan of action was instituted in August of 1975 when the Smyrna School District agreed to cooperate and field test the standards of excellence for reading in Delaware. The plan as presented made twelve recommendations that might be implemented to help the reading program in the Smyrna School District. Upon completion of the one-hour presentation Mr. James Vaughn, President of the Smyrna Board of Education, expressed the thanks and appreciation of the school board, administration, teachers and students of the Smyrna School District, to all those who participated in the development of the corrective action plan for the Smyrna School District. The report will receive careful consideration and it is his desire that the recommendations might be implemented as soon as possible.

APPENDIX IX

REVISED STANDARDS AND CHECKLIST

STANDARD OF EXCELLENCE #1

EACH SCHOOL DISTRICT WILL PREPARE INSTRUCTIONAL GOALS AND OBJECTIVES AND WILL EITHER ADAPT OR ADOPT ACTIVITIES OR PROGRAMS THAT CORRESPOND TO THESE OBJECTIVES.

CONSIDERATIONS:

Goals and objectives may be selected from commerically prepared lists or locally developed guides. These goals and objectives can be determined through cooperative planning among groups such as district administrative and supervisory personnel, members of the local board of education, the district Right to Read Coordinator and Advisory Council, parents, community representatives, Department of Public Instruction, colleges and universities, and other qualified personnel. Private pre-schools, private and parochial elementary schools, private and parochial secondary schools, and community agencies should be involved in a mutual sharing of the district's goals and objectives.

To achieve articulation between district reading objectives and materials, all materials selected for use within the district will be catalogued and keyed to these objectives.

CRITERIA:	D. K.	Yes	No	When was it completed?	N/A
1. Does the district have a written philosophy upon which goals and objectives for reading are based?	☐	☐	☐	☐	☐
2. Have these goals and objectives been reviewed in the past five years?	☐	☐	☐	☐	☐
3. Has the district adapted or adopted a reading curriculum or program that corresponds to the goals and objectives?	☐	☐	☐	☐	☐
4. Does this district reading curriculum provide for instructional activities in:					
content areas?	☐	☐	☐	☐	☐
bilingual education?	☐	☐	☐	☐	☐
language arts areas?	☐	☐	☐	☐	☐

	D. K.	Yes	No	When was it completed?	N/A
5. Do district reading curriculum objectives provide for sequential skill development throughout all levels of the system?					
pre-schools (Headstart, etc.)	☐	☐	☐	☐	☐
kindergartens	☐	☐	☐	☐	☐
elementary schools	☐	☐	☐	☐	☐
middle schools	☐	☐	☐	☐	☐
junior high schools	☐	☐	☐	☐	☐
senior high schools	☐	☐	☐	☐	☐
adult basic education programs (if applicable)	☐	☐	☐	☐	☐
6. Is there communication regarding the district reading curriculum with all private and parochial schools in the area?	☐	☐	☐	☐	☐

7. Which representatives of the following groups were involved in the preparation and adaption/adoption of the district's reading curriculum? If neither, was information shared? (please indicate by marking X's in the appropriate columns).

	Preparation of Goals & Obj.	Adaption/ Adoption of Curriculum	Sharing
(a) Parents/P.T.A.	☐	☐	☐
(b) Community Representatives	☐	☐	☐
(c) Local Right-to-Read Advisory Councils	☐	☐	☐
(d) School Board	☐	☐	☐
(e) Curriculum Council	☐	☐	☐
(f) Classroom Teachers	☐	☐	☐
(g) Principals	☐	☐	☐
(h) Librarians	☐	☐	☐
(i) School/District Psychologists	☐	☐	☐
(j) Specialists in:			
Speech-Hearing	☐	☐	☐
Reading	☐	☐	☐
(k) School Nurse	☐	☐	☐
(l) State Department of Public Instruction	☐	☐	☐
(m) Local college or university	☐	☐	☐
(n) Private Preschools	☐	☐	☐
(o) Adult Basic Education personnel in district or local center	☐	☐	☐
(p) Bilingual Educational Personnel	☐	☐	☐
(q) Other	☐	☐	☐

	Yes	No	D. K.
8. Has there been an inventory of all types of materials used for reading instruction, at all levels, within the past three years?	☐	☐	☐
9. Has this inventory been indexed so that teachers can quickly and efficiently locate materials that match district reading objectives?	☐	☐	☐

STANDARD OF EXCELLENCE #2

TO AID THE TEACHING - LEARNING PROCESS, EVERY TEACHER AT EVERY GRADE LEVEL AND IN EVERY CONTENT AREA WILL ADOPT MATERIALS AND METHODS TO EACH PUPIL'S INSTRUCTIONAL* AND INDEPENDENT* LEVEL OF READING ACCORDING TO HIS/HER MENTAL CAPACITY TO LEARN.

* Definitions:

Independent Level of Reading: This is the highest level at which the pupil can read, without help, unfamiliar materials fluently and with personal satisfaction. The independent level is generally defined as that level where the pupil makes no more than one error, of even a minor nature, in 100 words of reading. In terms of comprehension, the pupil should be able to respond with no less than 90% accuracy to questions testing factual recall, ability to interpret these facts, and to make logical inferences.

Instructional Level of Reading: The instructional level is generally defined as the level where the pupil makes no more than five errors in 100 words when reading unfamiliar materials. In terms of comprehension, the pupil should be able to respond with no less than 75% accuracy to questions testing factual recall, ability to interpret these facts, and to make logical inferences. Thus, the instructional level is the point where teaching begins. Such teaching should continue at this level until the pupil can read independently.

CONSIDERATIONS:

Each pupil's instructional and independent reading level will be available for teacher use. The level of difficulty of teaching materials should also be available for teacher use. Teachers will select materials which have a level of difficulty that match the instructional reading level of the pupil. This will insure that learning takes place with little or no frustration.

Since there are different methods of teaching reading, utilization of the district reading objectives as guidelines will help insure continuity of instruction when changing from one method to another.

Classroom instruction can be aided by the use of flexible grouping patterns. Students may be grouped according to reading level, skill deficiency or interest. This grouping can take place within the classroom or across grade levels.

The learner should be guided to read widely and independently for a variety of reasons, including personal enjoyment, for additional knowledge and specific information.

CRITERIA:

1. Is the instructional level of reading, as defined, determined for each student?

   Yes ☐ No ☐

   If so, what instrument(s) are used?

   Informal Reading Inventory (IRI) ☐
   Cloze ☐
   Other (Please list) ____________________
   ____
   ____

2. Is the indepndent level of reading, as defined, determined for each student?

   Yes ☐ No ☐

   If so, what instrument(s) are used?

   Informal Reading Inventory (IRI) ☐
   Cloze ☐
   Other (Please list) ____________________
   ____
   ____

3. Have all teachers been provided with the students' independent reading level?

   Yes ☐ No ☐ Don't Know ☐

If so, what instrument(s) are used?

Informal Reading Inventory (IRI) ☐

Cloze ☐

Other (Please list) ________________

____

____

2. Is the independent level of reading, as defined, determined for each student?

Yes ☐ No ☐

If so, what instrument(s) are used?

Informal Reading Inventory (IRI) ☐

Cloze ☐

Other (Please list) ________________

____

____

3. Have all teachers been provided with the student independent reading level?

Yes ☐ No ☐ Don't Know ☐

4. Have all teachers been provided with the student's instructional reading level?

Yes ☐ No ☐ Don't Know ☐

5. Is an assessment made of each student's capacity to learn through the administration of a test that measures intelligence?

Yes ☐ No ☐ Don't Know ☐

6. Please check ☒ tests(s) currently used to obtain information concerning the pupil's mental capacity for learning:

Group Tests of Intelligence

☐ California Test of Mental Maturity

☐ California Short-Form Test of Mental Maturity

☐ Differential Aptitude Tests

☐ Henmon - Nelson Tests of Mental Ability

☐ Lorge - Thorndike Intelligence Tests

☐ Otis - Lennon Mental Ability Test

☐ Peabody Picture Vocabulary Test

☐ Delaware Education Assessment Program (DEAP) Aptitude Data

Individually Administered Test of Intelligence

☐ Revised Stanford-Binet Scale

☐ School and College Ability Tests SCAT)

☐ Slosson Intelligence Test for Children and Adults (SIT)

☐ Wechsler Adult Intelligence Scale (WAIS)

☐ Wechsler Intelligence Scale for Children (WISC)

☐ Wechsler Preschool and Primary Scale of Intelligence

☐ Other (Please list) ____________________

____

____

7. Name diagnostic instruments used to locate each learner's strengths and weaknesses in reading* at each of the following levels:

* Prereading or readiness included

A. Kindergarten ____________________

____

____

B. Elementary ____________________
____
____

C. Middle or Junior High ____________________
____
____

D. High School ____________________
____
____

E. Adult Basic Education ____________________
____
____

8. Check ☒ those methods used to determine level of difficulty of reading materials:

- ☐ A. Publisher's designation
- ☐ B. Librarian recommendation
- ☐ C. Fry Readability Graph
- ☐ D. Dale-Chall Formula
- ☐ E. Flesch Readability Formula
- ☐ F. Other (Please list) ____________________
____
____

9. When reading is taught, which basic reading program is used at least 70% or most of the time? In column marked "edition" put the year that the series was published (or revised).

Basal Series (Publisher)	Edition	K	1	2	3	4	5	6	7	8
Allyn and Bacon										
The Bank Street Readers (Macmillan)										
Basic Reading (J.B. Lippincott Co.)										
Bookmark Series (Harcourt, Brace & Jovanovich)										
Chandler Language Experience Program (Noble & Noble)										
Design for Living (Harper and Row)										
Keys to Reading (Economy Press)										
Ginn Basal Reading Series (Ginn)										
Ginn 360 (Ginn)										
The Holt Basic Reading System (Holt, Rinehart & Winston)										
The Houghton Mifflin Reading Program										
The Macmillan Reading Series										
Merrill Linguistic Readers Charles E. Merrill Books, Inc.)										
Mott Basic Language Skills Program (Allied Education, Inc.)										
The New Basic Readers (Scott Foresman)										
Open Court Basic Readers (Open Court Publishing Company)										
Palo Alto Reading Program (Harcourt, Brace, Jovanovich, Inc.										
The Read Series (American Book Company)										
Systems (Scott, Foresman)										
SRA Reading Program - Linquisitics (Basic Reading Series)										
Sullivan-Buchanan Programmed Reading (McGraw Hill)										
Young American Series (Lyons & Carnahan)										
Other (please specify)										

10. Is reading instruction provided using materials other than, or in addition to, reader?

☐ A. Individualized Reading Programs
(Self selection by students)

☐ B. Language Experience Approach

☐ C. Other (Please list) ____________________
____
____

11. Are district reading objectives used as guidelines to help insure continuity of instruction when changing from one instructional method to another in the elementary schools, middle school(s) and high school.

☐ Always ☐ Sometimes ☐ Never ☐ D. K.

12. Check the materials being used for reading instruction in the middle school, junior high school and/or high school, and Adult Basic Education.

	GRADE LEVEL								
Materials	5	6	7	8	9	10	11	12	Adult Basic Education
Barnell-Loft (Specific Skills Series)									
Benefic Press (Space Science Fiction, Sports Mystery Series, etc.									
Borg-Warner (Systems 80)									
Bowmar Kits									
College Skills Center									
Craig Reader									
D. C. Heath (Teenage Tales)									
Educational Development Labs (Study Skills, Listening Materials, etc.)									
Fearon Publishers (Pacemaker Classics Story Books, True Adventures)									
Field Education Publications (Checkered Flag, Deep Sea and Jim Forest Series, Kaleidoscope Readers, Morgan Bay Mysteries)									
Grolier Educational Corp. (Reading Attainment System)									
Hoffman Programs									
Mott Basic Language Skills Program									
Nebraska Units									
Random House (Reading Pacemakers)									
Reader's Digest									
Reading for Concepts (McGraw Hill)									
Scholastic Book Services (Scope, Action Libraries, etc.)									
SRA (Reading for Understanding, Reading Laboratories, etc.)									
Welch Auto-Tutor									
Other (Please list):									

13. Check other names of instruction used for reading in the middle, junior high schools, high school, and Adult Basic Education:

☐ **A.** Individualized Reading Programs (self selection by students)

☐ **B.** Language Experience Approach

☐ **C.** Other (Please list): ______________________________

____

____

14. What resources are available in the classroom to students for independent reading and information gathering? (Check)

Resource	Grade Level		
	Elem.	Middle School or Junior H. S.	High School
a. classroom librarians			
b. classroom reference books			
c. newspapers, daily or weekly			
d. topical material gathered from central library			
e. dictionaries on the appropriate reading levels in each classroom			
f. texts and manuals from content area curricula supplementary readers on various levels of difficulty			
g. paper books			
h. weekly reader			
i. know your world, scope			

	Yes	No	Don't Know
15. Are reading materials readily accessible for pupil's use?	☐	☐	☐

18. For each grade span in your school, mark the one statement which best describes the extent of instruction in reading skills as a regular part of content subject classes.

Statement	Best Description	
	Jr. High, or Middle School	High School
a. Reading skills are taught in content subjects as part of the prescribed curriculum		
b. Reading skills are taught in content subjects as need arises.		
c. Teachers are encouraged to incorporate reading skills in content subjects.		
d. Little emphasis is placed on incorporating reading skills in content subjects.		
e. Other (specify)		

19. Approximately how long is the daily planned period of reading instruction in the elementary school?

- ○ 20 to 29 minutes
- ○ 30 to 39 minutes
- ○ 40 to 49 minutes
- ○ 50 to 59 minutes
- ○ 60 to 69 minutes
- ○ 70 - 79 minutes
- ○ 80 - 89 minutes
- ○ 90 - 99 minutes
- ○ 100 - 109 minutes
- ○ 110 - 119 minutes
- ○ 120 or more

20. Is there a daily planned period of reading instruction in the middle school/junior high school?

Yes	No
☐	☐

21. If there is a daily planned period of reading instruction in the middle school/junior high school, approximately how many minutes per day are devoted to this?

- ○ 20 to 29 minutes
- ○ 30 to 39 minutes
- ○ 40 to 49 minutes
- ○ 50 to 59 minutes
- ○ 60 to 69 minutes
- ○ 70 - 79 minutes
- ○ 80 - 89 minutes
- ○ 90 - 99 minutes
- ○ 100 - 109 minutes
- ○ 110 - 119 minutes
- ○ 120 or more

22. Is there a daily planned period of reading instruction in the high school?

Yes	No
☐	☐

23. If there is a daily planned period of reading instruction in the high school, approximately how many minutes per day are devoted to this?

- ○ 20 to 29 minutes
- ○ 30 to 39 minutes
- ○ 40 to 49 minutes
- ○ 50 to 59 minutes
- ○ 60 to 69 minutes
- ○ 70 to 79 minutes
- ○ 80 to 89 minutes
- ○ 90 to 99 minutes
- ○ 100 to 109 minutes
- ○ 110 to 119 minutes
- ○ 120 or more

24. Indicate a ☒ mark the way(s) for grouping within the classroom during the "reading period" each day:

Basis for Grouping	Elementary Grades	Middle/Junior High	High School
Reading Level			
Skill Deficiencies			
Interests			
Other (specify)			

25. Approximately how many minutes of the reading period are spent with pupils who are grouped by reading level?

○ 20 to 29 minutes
○ 30 to 39 minutes
○ 40 to 49 minutes
○ 50 to 59 minutes
○ 60 to 69 minutes
○ 70 to 79 minutes
○ 80 to 89 minutes
○ 90 to 99 minutes
○ 100 to 109 minutes
○ 110 to 119 minutes
○ 120 or more
○ No time at all

26. Approximately how many minutes of the reading period are spent with pupils who are grouped according to skills deficiencies?

○ 20 to 29 minutes
○ 30 to 39 minutes
○ 40 to 49 minutes
○ 50 to 59 minutes
○ 60 to 69 minutes
○ 70 - 79 minutes
○ 80 - 89 minutes
○ 90 - 99 minutes
○ 100 - 109 minutes
○ 110 - 119 minutes
○ 120 or more
○ No time at all

27. Approximately how many minutes of the reading period are spent with pupils who are grouped according to their interests?

○ 20 to 29 minutes
○ 30 to 39 minutes
○ 40 to 49 minutes
○ 50 to 59 minutes
○ 60 to 69 minutes
○ 70 to 79 minutes
○ 80 to 89 minutes
○ 90 to 99 minutes
○ 100 to 109 minutes
○ 110 to 119 minutes
○ 120 or more
○ No time at all

28. There are several grouping patterns that are typically used by classroom teachers for reading instruction.

Indicate the number of classrooms using the listed patterns as the principal means of organizing reading instruction at each grade level. (Interpret principal to mean more than 70% of the time)

	Elementary	Middle/Jr. High	High School
Grouping within classrooms			
Grouping between classes at grade level			
Grouping between grades			
Upgraded			
Individualized			
Departmentalized			
Homogeneous grouping by grade and subject matter			
Other (specify)			

	Yes	No	D. K.
29. Is information about the learner's interests gathered from parents?	☐	☐	☐
30. Are inservice workshops available in your school for all teachers to learn how to determine both the independent and instructional levels of reading in their respective classrooms by the use of informal reading inventories (word recognition, comprehension)?	☐	☐	☐
31. Are inservice education workshops available in your school for all teachers to learn how to determine both the independent and instructional levels of reading by using the CLOZE technique?	☐	☐	☐
32. Are inservice education workshops available in your school for all teachers to learn how to determine both the independent and instructional levels of reading by using oral paragraph reading?	☐	☐	☐
33. Are inservice workshops available in your school for all teachers to learn how to determine the level of difficulty of textbooks and other reading materials used for instruction?	☐	☐	☐
34. Are workshops available in your school for teachers interested in methods, materials and grouping procedures?	☐	☐	☐

STANDARD OF EXCELLENCE #3

AN AGREEMENT SHOULD EXIST BETWEEN SCHOOL ADMINISTRATORS AND TEACHERS CONCERNING THE IMPORTANCE OF TEACHING FOR THE MASTERY OF DECODING AND THINKING SKILLS. IN ADDITION, A CONTINUOUS RECORD WILL BE KEPT FOR EACH STUDENT INDICATING READING ACHIEVEMENT AND ATTITUDE TOWARDS READING.

CONSIDERATIONS:

Following the adoption of appropriate objectives and materials based on student needs, some common agreement should be reached between the administration and the teachers concerning the competence displayed by the pupil.

How well a student learns to read is directly related to the emphasis placed on the teaching for mastery of decoding and thinking skills. Typically, an idea is presented, instruction takes place, and practice is provided. However, mastery is not determined until the pupil applies the skill to a variety of situations. How well the skill is applied determines the degree of mastery which should be assessed jointly by the teacher and the pupil. The assessment must be satisfactory to both parties based upon some previously agreed upon critieria. If the assessment is satisfactory to both parties, the pupil moves to the next instructional objective. If either party is dissatisfied with the assessment, the pupil should be reinstructed, given additional practice, and again given the opportunity to apply the skill.

The use of a record keeping system will provide the teacher with documentation of the skills the student has mastered so that appropriate instruction in other objectives can be provided. In addition, teachers who receive the pupil in succeeding grades will know what materials and objectives have been covered. Student attitudes towards reading will also be recorded.

This record keeping system should be used for reporting to parents and in planning for pupil self-evaluation.

CRITERIA:

	Yes	No	D. K.
1. An understanding exists between school administrators and teachers that mastery of skills will be determined through a measure of accomplishment of a specific reading task (individual pupil achievement is measured against their own past performance).	☐	☐	☐
2. Does the school consider mastery to always be a certain percentage of answers correct?	☐	☐	☐
3. Does the school consider mastery to sometimes be a certain percentage of answers correct?	☐	☐	☐
4. Has the school established criteria for mastery in relation to the value of the skill or the need to know the skill?	☐	☐	☐
5. Is the information about the skills mastered and those yet to be measured shared with the student in any way?	☐	☐	☐
6. Is this information used as part of the student's self-evaluation?	☐	☐	☐

7. Check the kind of test used to determine mastery of skills. Use the "a" column for teacher-made tests and the "b" column for publisher tests.

Tests	Elementary		Middle		High School		Adult Basic Education	
	a	b	a	b	a	b	a	b
Informal Reading Inventory								
*Criterion Referenced								
Other (list below)								

*Criterion referenced tests assess student achievement of specific instructional objectives. Results indicate student knowledge of skills being measured. Pupil results not based on local or national normative reference groups.

	Yes	No	D. K.
8. A record keeping system* has been adopted which provides teachers with documentation of the skills the student has mastered.	☐	☐	☐

*The following is a sample of one record keeping device.

Materials Used	Page #	Objectives	O exposure ● mastery
		Comprehension Skills a. main idea b. sequence c. comparison d. context Decoding Skills a. beginning consonants b. blends and diagraphs c. vowel sounds d. word endings e. sight words f. syllables (number of)	

	Yes	No	D. K.
9. This record is shared with pupils as a part of their self-evaluation.	☐	☐	☐
10. This record sheet is shared with teachers in succeeding grades so that appropriate instruction can be continued.	☐	☐	☐

11. Student activities towards reading are recorded through means of:

	Pre-School	Elem.	Middle or Junior High	High School	Adult Basic Education
a. Teacher-learner conferences (checklists, self-evaluation forms).	☐	☐	☐	☐	☐
b. Teacher observation checklists (child's interests, behavior, physical and social development, attitudes, reading in the content areas).	☐	☐	☐	☐	☐

	Pre-School	Elem.	Middle or Junior High	High School	Adult Basic Education
c. Teacher librarian conferences (the librarian reports on number and type of books read).	☐	☐	☐	☐	☐
d. Comments from other teachers.	☐	☐	☐	☐	☐
e. Other (please specify) ________________	☐	☐	☐	☐	☐

	Yes	No	D. K.
12. Is this information about attitudes shared with parents at conference time?	☐	☐	☐

13. Reports of reading achievement are done through:

	Elementary	Middle School	High School	Adult Basic Education
The Parent-Teacher Conferences				
Written reports				
Report Cards				
Other (please describe)				

	Yes	No	D. K.
14. Have inservice programs been planned within the past two years for teachers and administrators to either adopt commercially prepared record keeping systems or to devise systems for the district which incorporate agreed upon criteria for mastery?	☐	☐	☐

STANDARD OF EXCELLENCE #4

THE LOCAL SCHOOL DISTRICT SHOULD MAKE USE OF INTERNAL AND EXTERNAL SUPPORTIVE SERVICES THAT ARE AVAILABLE AND ESSENTIAL TO A MORE COMPREHENSIVE READING PROGRAM.

CONSIDERATIONS:

In order for a reading program to be most effective, the services of non-teaching personnel should be utilized.

The librarian should not only be available for helping students in book selection, but should be in close contact with the classroom teachers concerning childrens' reading abilities and interests. The librarian should have access to students' reading records so that she may make a better match between students' reading abilities and the level of difficulty of reading materials used in order for students to complete assignments. In addition, she should encourage students to browse through library collections and read for enjoyment according to personal interests.

The psychologist should interpret reading test results to the classroom teacher and should relate results of the reading test selection of the psychological evaluation in such a way that its implications and limitations are clear to the classroom teacher.

Speech and hearing specialists should be given time to interpret results of speech and hearing tests to teachers and cooperate with them in planning reading programs for students who experience hearing or speech difficulties. In addition, these specialists should be available to conduct inservice programs to explain techniques used in their respective fields, and to relate this information to the process of reading.

School nurses should be available for health and vision screening, and should make recommendations to parents and classroom teachers regarding health needs, need for further screening, and suggestions for seating near-sighted pupils.

Professional organizations should provide support for curriculum development and staffing as well as support for inservice.

School personnel should be aware of the resources and services offered by institutions of higher learning and the Department of Public Instruction and should utilize these services.

If publishing companies employ a consultant, this person should be invited to explain and help implement the reading curriculum purchased from their company.

The school district should consider assistance to teachers and pupils through the use of trained volunteers.

CRITERIA:

	Yes	No	D. K.
1. Does the librarian provide support for reading programs via ongoing consultation with classroom teachers regarding:			
a. reading difficulty of materials available in the library	☐	☐	☐
b. independent reading level of students	☐	☐	☐
2. Does the school/district psychologist provide support for reading programs via:			
a. participation in child-study team activities	☐	☐	☐
b. consultation with classroom teachers on techniques for instruction	☐	☐	☐
c. techniques for guidance	☐	☐	☐
d. diagnostic-prescriptive services	☐	☐	☐
3. Does the district use the services of speech or hearing specialists to provide support for reading programs via:	☐	☐	☐
a. diagnostic-prescriptive services	☐	☐	☐
b. consultations with classroom teachers concerning special needs of students	☐	☐	☐
4. Does the school nurse provide support for reading programs via:	☐	☐	☐
a. consultation with classroom teachers concerning students' health problems	☐	☐	☐
b. administration of vision and hearing tests	☐	☐	☐

	Yes	No	D. K.
5. Does the local teachers' professional organization provide support for reading programs via:			
a. leadership in the development			
(1) philosophy	☐	☐	☐
(2) objectives	☐	☐	☐
(3) curriculum guide	☐	☐	☐
b. leadership in support of hiring practices related to reading instruction	☐	☐	☐
c. leadership in support of inservice programs for reading	☐	☐	☐
d. leadership in support of summer workshops for teachers in reading techniques and program planning	☐	☐	☐
6. Are college and university consultants used to perform specific tasks such as:			
a. technical assistance in implementation of objectives and activities	☐	☐	☐
b. testing and evaluation of reading programs in the school district	☐	☐	☐
c. participation in inservice programs for reading instruction	☐	☐	☐
d. other specific tasks	☐	☐	☐
7. Does the school district utilize the services of consultants from publishing companies for staff development:			
a. to explain the philosophy and objectives of the reading series presently being used	☐	☐	☐
b. to suggest strategies for teaching specific components of the reading curriculum	☐	☐	☐

	Yes	No	D. K.
8. Are other professional organizations or state agencies used?	☐	☐	☐
Please list: ____________________ ____________________ ____________________ ____________________			
9. Does the school district provide assistance to teachers and pupils in reading programs by way of volunteer programs that:			
a. provide tutoring services	☐	☐	☐
b. provide clerical assistance to teachers	☐	☐	☐
c. make provision for reading to children in the library	☐	☐	☐
d. provide for the construction of instructional materials	☐	☐	☐
10. Does the school provide support for volunteer services by offering periodic training programs for volunteers from the following groups:			
a. parents	☐	☐	☐
b. students (H.S.)	☐	☐	☐
c. students (college)	☐	☐	☐
d. retired persons (RSVP, etc.)	☐	☐	☐
e. service organizations	☐	☐	☐
f. other ____________________	☐	☐	☐

	Yes	No
11. Is training for volunteers provided using any of the following materials:		
a. National Reading Center Materials	☐	☐
b. Laubach Materials	☐	☐
c. Literacy Volunteers of America	☐	☐
d. Great Books	☐	☐
e. Other ______________________	☐	☐

12. Please name the person in your school using any of the following materials for training purposes:

	Person Responsible for Training
a. National Reading Center	______________________
b. Laubach	______________________
c. Literacy Volunteers of America	______________________
d. Great Books	______________________
e. Other ______________________	______________________

	Yes	No	D. K.
13. Do librarians conduct inservice training provided for teachers?	☐	☐	☐
14a. Does the librarian know the reading level of the books in the library?	☐	☐	☐
b. Are teachers provided with this information?	☐	☐	☐
15. Does the psychologist conduct inservice training to:			
a. provide teachers with information concerning prescriptive teaching methods for those students needing help with psychological problems that interfere with the reading process	☐	☐	☐

	Yes	No	D. K.
b. provide teachers with information concerning the implications of the reading section of the psychological examination	☐	☐	☐
16. Do speech and hearing specialists conduct inservice training to:			
a. provide teachers with information concerning the methods used to determine the difficulty a child might have with the reading process	☐	☐	☐
b. investigate ways to coordinate their services with that of the classroom teacher	☐	☐	☐
17. Does the school nurse conduct inservice training to provide teachers with information concerning screening devices for speech and hearing	☐	☐	☐
18. Are there inservice programs for teachers and supervisors to provide information concerning the use of trained volunteers in the reading program?	☐	☐	☐

STANDARD OF EXCELLENCE #5

LOCAL TAXPAYERS, LOCAL SCHOOL BOARDS OF EDUCATION AND LOCAL DISTRICT ADMINISTRATORS SHOULD RECOGNIZE READING AS A MAJOR PRIORITY IN THE SCHOOL PROGRAM AND BE COMMITTED TO PROVIDING FUNCTIONAL AND MORAL SUPPORT REGARDING POLICY, STAFF, MANAGEMENT AND BUDGET.

CONSIDERATIONS:

School board members, administrators, curriculum council members, and any other person responsible for reading programs and/or reading related activities, should be involved in decisions concerned with allocation of funds, staffing needs (and roles), planning for instructional procedures (methods and materials) and testing and reporting procedures.

If a district has a State trained Right to Read Coordinator, that person should, in conjunction with the district reading supervisor, be given the time, the responsibility and administrative support to coordinate those activities designed to develop and maintain a comprehensive district-wide reading program. However, if a district reading supervisor is not employed, then the above stated duties should fall to the district Right to Read Coordinator. In addition, if funds are available, consideration should be given to employing a reading specialist in each school to assist in carrying out these programs.

Any reading component of special or compensatory programs for bilingual education, the educationally deprived; library/media services, career education, exceptional children and adult education, should be coordinated closely with the district reading curriculum. This will help insure development and maintenance of these components as they become part of a total district comprehensive reading program.

CRITERIA:	Yes	No	D. K.	N.A.
1. Does the school board recognize reading as a district priority by providing support for reading programs via:				
a. decision making concerning the hiring of reading personnel	☐	☐	☐	☐
b. decision making concerning allocation of funds for year round inservice programs in reading	☐	☐	☐	☐
c. decision making concerning the integration of reading into all curriculum areas	☐	☐	☐	☐
d. decision making concerning procedures for assessing pupil achievement in reading	☐	☐	☐	☐

	Yes	No	D. K.	N.A.
e. decison making concerning the establishment of a record keeping system which provides information to teachers, parents, and students	☐	☐	☐	☐
f. assignment of Curriculum and/or Instructional Council responsibilities for reading	☐	☐	☐	☐
g. decision making concerning ways to implement a summer reading improvement program	☐	☐	☐	☐
2. Does the Superintendent recognize reading as a district priority by providing support for reading programs via:	☐	☐	☐	☐
a. decision making concerning the hiring of reading personnel	☐	☐	☐	☐
b. decision making concerning allocation of funds for year round inservice programs in reading	☐	☐	☐	☐
c. decision making concerning the integration of reading into all curriculum areas	☐	☐	☐	☐
d. decision making concerning procedures for assessing pupil achievement in reading	☐	☐	☐	☐
e. decision making concerning the establishment of a record keeping system which provides information to teachers, parents, and students	☐	☐	☐	☐
f. assignment of Curriculum and/or Instructional Council responsibilities for reading	☐	☐	☐	☐
g. decision making concerning ways to implement a summer reading improvement program.	☐	☐	☐	☐
3. Does the Curriculum Council provide support for reading programs via:				
a. decisions regarding materials for instruction in reading	☐	☐	☐	☐
b. decisions regarding allocation of time for classroom instruction in reading	☐	☐	☐	☐
c. inservice education in reading	☐	☐	☐	☐

	Yes	No	D. K.	N. A.
d. model programs in reading	☐	☐	☐	☐
e. field testing materials for instruction	☐	☐	☐	☐
f. summer programs for ongoing instruction in reading	☐	☐	☐	☐
4. Does the Principal (or assistant/vice-principal) arrange for the following types of services:				
a. diagnostic prescriptive services	☐	☐	☐	☐
b. recruiting and training volunteer tutors	☐	☐	☐	☐
c. guidance for selection of reading materials	☐	☐	☐	☐
d. inservice for staff development in reading	☐	☐	☐	☐
e. released time and pay for visitations by teachers to observe programs and techniques in other schools	☐	☐	☐	☐
f. time for additional instruction in reading when necessary	☐	☐	☐	☐
5. Does the district have a certified Reading Coordinator (Supervisor/Consultant/Director) who is responsible for:				
a. development of district philosophy and objectives for reading	☐	☐	☐	☐
b. development of a reading curriculum guide	☐	☐	☐	☐
c. coordination of reading services throughout the district	☐	☐	☐	☐
d. systematic and periodic supervision of reading specialists and teachers who teach reading	☐	☐	☐	☐
e. evaluation of Reading programs	☐	☐	☐	☐

	Yes	No	D. K.	N. A.
6. Does the district have a certified Reading Specialist in each school who provides support for reading programs via:				
a. individual diagnosis and prescription for students needing supplemental services	☐	☐	☐	☐
b. working directly with classroom teachers in:				
1) planning reading inservice programs	☐	☐	☐	☐
2) assisting with instruction	☐	☐	☐	☐
3) demonstrating specific teaching techniques	☐	☐	☐	☐
c. teaching small groups of pupils with special reading needs	☐	☐	☐	☐
d. assisting the principal with:				
1) grouping procedures	☐	☐	☐	☐
2) scheduling	☐	☐	☐	☐
3) ordering materials	☐	☐	☐	☐
4) establishing an environment for learning	☐	☐	☐	☐
7. Are the following special programs coordinated closely with the district reading program?				
a. Bilingual Programs	☐	☐	☐	☐
b. ESEA Title I	☐	☐	☐	☐
c. Library/Media Services	☐	☐	☐	☐

	Yes	No	D. K.	N. A.
d. Career Education	☐	☐	☐	☐
e. Programs for Exceptional Children	☐	☐	☐	☐
f. Other ______________________	☐	☐	☐	☐

8. Is there a mutual sharing of information between the regular school reading program and the Adult Basic Education program in reading concerning:

   ☐ A. the identification of persons needing assistance in reading

   ☐ B. inservice programs for reading instruction

   ☐ C. information about reading materials and techniques